



# Fall Directors' Workshop

Office of School Improvement  
Field Services Unit





# Introductory Section

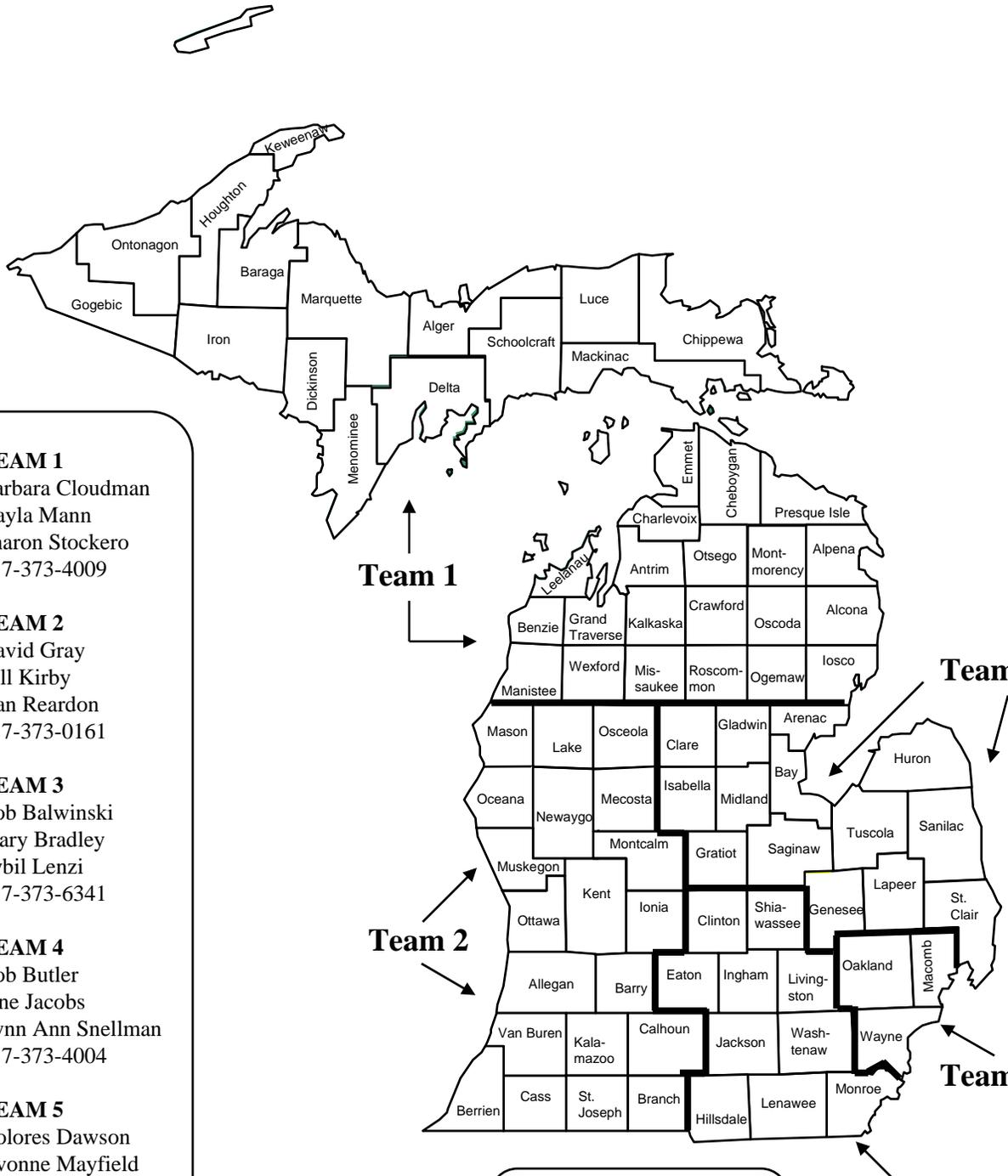
Office of School Improvement  
Field Services Unit



# MICHIGAN DEPARTMENT OF EDUCATION

## OFFICE OF SCHOOL IMPROVEMENT

### FIELD SERVICES UNIT – TEAM MAP



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 Bill Kirby  
 Dan Reardon  
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**TEAM 3**  
 Bob Balwinski  
 Mary Bradley  
 Sybil Lenzi  
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**TEAM 4**  
 Bob Butler  
 Jane Jacobs  
 Lynn Ann Snellman  
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**TEAM 5**  
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 Charlotte O'Brien  
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 Regional Services  
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## FIELD SERVICES TEAMS

Team #	Consultant	ISD Contact Person for:
TEAM 1	Barbara Cloudman	Char-Em, COP, Delta-Schoolcraft, Eastern UP
	Gayla Mann	AMA, COOR, Iosco, Manistee, TBA, Wexford-Missaukee
	Sharon Stockero	Copper Country, Dickinson-Iron, Gogebic-Ontonagon, Marquette-Alger, Menominee
	Sandra Croom	Support Staff (517) 373-4009
TEAM 2	David Gray	Allegan, Berrien, Lewis Cass, St. Joseph, Van Buren
	Bill Kirby	Barry, Branch, Calhoun, Kent, Ottawa
	Dan Reardon	Ionia, Kalamazoo, Mason-Lake, Mecosta-Osceola, Montcalm, Muskegon, Newaygo, Oceana
	Sandra Croom	Support Staff (517) 373-0161
TEAM 3	Bob Balwinski	Bay-Arenac, Clare-Gladwin, Genesee (Flint only), Gratiot-Isabella, Midland
	Mary Bradley	Huron, Saginaw, Sanilac, Tuscola
	Sybil Lenzi	Genesee, Lapeer, St. Clair
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TEAM 4	Bob Butler	Jackson, Lenawee, Monroe
	Jane Jacobs	Hillsdale, Livingston, Washtenaw
	Lynn Ann Snellman	Clinton, Eaton, Ingham, Shiawassee
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TEAM 5	Dolores Dawson	PSAs: Oakland, Wayne
	Yvonne Mayfield	Detroit
	Mike McGraw	Macomb
	Charlotte O'Brien	Oakland, Wayne
	Bianca Robertson	Support Staff (517) 373-4212

## Office of School Improvement

### ASPECTS OF ESEA LEGISLATION PERTINENT TO ALL SCHOOLS

(Note: Not just Title I schools)

#### TEACHER QUALITY

State must develop a plan to ensure **all core** academic teachers are highly qualified not later than the end of the **2005-06** school year.

*Core content areas: English, reading/language arts, mathematics, science: chemistry, earth/space, physical science and physics, foreign language, civics/government, economics, history, geography, the arts: visual arts, instrumental music, vocal music, dance and theatre.*

LEAs must use strategies (e.g., incentives for voluntary transfers, professional development and recruitment programs) to ensure that low-income and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.

#### ASSESSMENTS

- State must implement annual assessments in mathematics and reading or language arts in each of grades 3-8 beginning in **2005-06**.
- LEP students must be assessed to the extent feasible in language and form most likely to give accurate data on achievement in content areas.
- Students attending U.S. schools for 3 or more **consecutive years must take assessments in English**, except on a case-by-case basis.
- LEAs **must** annually assess English proficiency (English oral language, reading and writing) of LEP students beginning in **2002-03**.

#### ACCOUNTABILITY

State must establish a single statewide accountability system to track adequate yearly progress of public schools and LEAs based on:

- State academic standards and assessments
  - Graduation rates for secondary schools
  - One other academic indicator for elementary schools
- AND**
- Includes sanctions and rewards for student achievement and AYP

#### ANNUAL REPORT CARD

LEA must prepare and publicly disseminate annual LEA report card no later than beginning of **each** school year to all schools and parents of all students.



STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING



JENNIFER M. GRANHOLM  
GOVERNOR

THOMAS D. WATKINS, JR.  
SUPERINTENDENT OF  
PUBLIC INSTRUCTION

Handout C

TO: Members of the State Board of Education  
FROM: Jeremy M. Hughes, Ph.D., Acting Superintendent  
DATE: March 2, 2005

**SUBJ: CONSEQUENCES FOR NON-TITLE I SCHOOLS NOT MAKING ADEQUATE YEARLY PROGRESS (AYP)**

One of the requirements of the No Child Left Behind Act (NCLB) is for the Michigan Department of Education to develop and implement “a single, statewide State accountability system that will be effective in ensuring that all local educational agencies, public elementary schools, and public secondary schools make adequate yearly progress” and for that system to “include sanctions . . . the State will use to hold local educational agencies . . . accountable for student achievement and . . . adequate yearly progress (AYP).” (Section 1111) Schools that do not receive Title I funds are not required by NCLB to implement the Title I funded consequences such as school choice and transportation and the provision of supplemental educational services. However, non-Title I schools are subject to any consequences in the statewide accountability system.

The current accreditation system, Education YES!, is structured to provide each school with either a grade or an unaccredited status. The grade a school receives is affected by the school’s AYP status with the intent of linking the accreditation system with the NCLB accountability requirements. Education YES! does not specifically address the consequences for non-Title I schools that do not make AYP.

The current State School Code provides some authority for MDE to impose consequences on any school that is unaccredited for three consecutive years. (MCL 380.1280) The state statute also confers on the Department the responsibility for providing technical assistance to schools that are unaccredited.

The Department provides technical assistance to non-Title I schools through district and regional efforts, professional development activities, and through the state’s professional educational organizations.

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To bring the state into full compliance with NCLB and to align the state and federal accountability systems, staff have proposed a twofold solution – specifying the consequences that will be required of non Title I schools and requesting changes to the State School Code to update the accreditation language and align accountability measures. The following table outlines the recommended consequences for non-Title I schools that are identified for improvement after not making AYP for more than two consecutive years.

<b>School Improvement Phase</b>	<b>Title I Schools</b>	<b>Non-Title I Schools</b>
I	<ul style="list-style-type: none"> <li>• Choice and Transportation</li> <li>• 2 year plan</li> </ul>	Develop and Implement School Improvement Plan
II	<ul style="list-style-type: none"> <li>• Supplemental Services</li> <li>• Choice and Transportation</li> <li>• 2 year plan</li> </ul>	2 <sup>nd</sup> Year of School Improvement Plan
III	<ul style="list-style-type: none"> <li>• Corrective Action</li> <li>• Supplemental Services</li> <li>• Choice and Transportation</li> </ul>	Choose from specific Corrective Action options
IV	<ul style="list-style-type: none"> <li>• Plan for Restructuring</li> <li>• Supplemental Services</li> <li>• Choice and Transportation</li> </ul>	Plan for Restructuring using cost neutral options
V	<ul style="list-style-type: none"> <li>• Implement Restructuring</li> <li>• Supplemental Services</li> <li>• Choice and Transportation</li> </ul>	Implement Restructuring Plan

The requirement for a continuing school improvement plan currently exists in the Revised School Code. (MCL 380.1277) The proposed accountability measures would include the following:

**Phase 1: Develop and Implement School Improvement Plan**

- A review through the ISD/ESA and MDE partnership
- Professional Development specified in the plan
- An assurances process with a sign off by the ISD/ESA

**Phase 2: 2<sup>nd</sup> Year of School Improvement Plan**

- Submit a progress report detailing the results of the implementation efforts

Phase 3: Choose from specific cost-neutral Corrective Action options

- Replace staff
- Curtail school-based decision-making authority
- Restructure school operations
- Substantive curricular change, such as block scheduling in content areas

Phase 4: Plan for Restructuring using cost neutral options

- Replace staff, may include the Principal
- Suspend school-based decision-making authority
- Suspend the office of the Principal
- Implement alternative governance with a school Governing Board or School Improvement Team

Phase 5: Implement Restructuring plan

This information is being presented to the State Board of Education for their information and discussion. After gathering input from schools and school districts, this item will be brought back to the Board for approval.



# Overview Section

Office of School Improvement  
Field Services Unit



## Office of School Improvement Program Overview

### I. INTRODUCTION

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*The Office of School Improvement (OSI), Field Services Unit, will facilitate the improvement of student achievement in Michigan by collaborating with school districts on the implementation of their school improvement plans through identification, coordination, and utilization of categorical programs and other resources.*

The OSI is responsible for the administration of 12 federal and 2 state grant programs for schools and school districts. The grant programs award approximately \$922,477,100 to school districts annually. The OSI Field Services Unit staff is organized in five Regional teams. Each regional team works in an assigned region of the state, and each consultant is assigned to specific local and ISDs.

The Public School Academy Program is responsible for administration of the federal charter school grant program that provides federal funds for start-up to new charter schools on a competitive grant basis. This program is supported under Title V, Part B, Public Charter School Program, No Child Left Behind Act. In 2004, the Michigan Department of Education (MDE) was successful in receiving a grant under this program for \$22,476,000 over a three-year period. The program provides support for the planning, program design and initial implementation of charter schools.

#### Grant Programs:

State Programs		Federal Programs	
Section 31a	At-Risk Pupils	Title I, Part A	Improving Basic Programs
Section 41	Bilingual Program	Title I, Part C	Education of Migratory Children
		Title I, Part D	Prevention & Intervention for Delinquent Children/Youth
		Title II, Part A	Teacher and Principal Training and Recruiting
		Title II, Part D	Enhancing Education Through Technology
		Title III	Limited English Proficient (LEP) Sub Grant
		Title III	Immigrant Sub Grant
		Title V, Part A	Innovative Programs
		Title V, Part B	Public Charter School Program
		Title VI, Part B, Subpart 2	Rural and Low-Income School Program
		Title X, Part C	McKinney-Vento Homeless Education Assistance Improvements Act of 2001
		CSR	Comprehensive School Reform Program

**Services:**

As part of the administration of the 14 grant programs, the Field Services Unit staff assists school districts with the application process, the approval of grant applications, the implementation of programs, compliance with state and federal grant requirements, and grant reporting. The Regional consultants provide direct assistance to schools and school districts in using the categorical resources to address their achievement priorities and to support the implementation of their school improvement plans. The services necessary to meet these goals vary between schools and districts, and require the consultants to individualize services for each situation. There is no cost to school districts for services delivered by the OSI Field Services Unit. School districts are encouraged to contact their regional field representative for information and/or assistance with all of the grant programs. The general OSI Field Services Unit phone number is 517-373-4588.

## **II. ALLOCATION PROCESS**

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### **Title I, Part A – Improving Basic Programs**

- Allocation formula for Local Education Agencies (LEAs) based on counts of low-income children (2002 census poverty estimates for 2005-2006 allocations)
- Allocation formula for Public School Academies (PSAs) based on October 2003 equated free lunch counts
- Minimum of 10 low-income children based on the above criteria for district/academy to be eligible for allocation
- Basic grants to districts/academies with more than 2 percent poverty
- Concentration grants to districts/academies with more than 15 percent poverty (4-year grandfather)
- Targeted grants to districts/academies with more than 5 percent poverty
- EFIG (Education, Finance Incentive Grants) to districts/academies with more than 5 percent poverty
- Hold-harmless guarantees (for the 2005-2006, 85-95 percent depending on poverty, as long as district remains eligible. The hold-harmless eligibility is based on districts remaining eligible by census poverty estimates for basic grants, concentration grants, targeted grants, and EFIG.

### **Title I, Part C – Migrant Education Program**

- Allocation formula based on counts of migrant children (move within last three years for migratory agricultural or fishing work)
- Per-child allocation varies depending on length of time since last move
- Separate allocations for school year and summer programs

### **Title I, Part D – Prevention/Intervention for Delinquent Children/Youth**

- Allocation formula based on October 2004 count of 5-17 year old children/youth in facilities for delinquent children/youth for 30 or more consecutive days, as submitted by the facility on form FS-4685
- Minimum of 50 children/youth in delinquent facilities during year in order for a district/Intermediate School District (ISD) to be eligible for allocation. Facilities can be grouped within a district/ISD to meet the requirement of 50.

### **Title II, Part A – Teacher and Principal Training and Recruiting**

- Funds are allocated to LEAs based on 2001-2002 total amounts for Eisenhower and Class Size Reduction combined. 2005-06 allocation to be determined based on the Appropriations Act. 80% of the 2002 census poverty estimates and 20% on the 5-17 year-old census population.
- There are no funds specifically allocated for non-public schools; however, to the extent that money is used for professional development, non-public schools must be invited to participate in the planning and in professional development opportunities. The law anticipates that unless an LEA can demonstrate that its teachers and principals have no

professional development needs, the LEA will include professional development in whatever mix of activities it decides to support with Title II, Part A funds.

### **Title II, Part D, Subpart 1 – Enhancing Education Through Technology**

- Funds are allocated to LEAs as follows:
  - 50% will be awarded as formula grants in same proportion as Title I, Part A funds
  - 50% will be awarded as competitive grants through the Office of Grants Coordination & School Support and Michigan Virtual University

### **Title III – Immigrant Sub Grant**

- For 2005-2006 the formula did not cover at least 50% of eligible children so all of the allocation is rolled into the LAP Grant
- Awarded to districts with a significant increase in the percentage of immigrant students
- Increase will be determined by comparing the current grant year to the average of the preceding two years
- Up to 15% of the Title III state allocation will be available

### **Title III – Language Acquisition Program (LAP) Sub Grant**

- Uses formula based on number of Limited English Proficient (LEP) students
- Grant will be awarded to applicants who generate a total allocation of \$10,000 or more, either independently or through consortium
- Typically up to 85% of the Title III state allocation is available. For 2005-2006, 100% will be available

### **Title V, Part A – Innovative Programs**

- Allocation formula based on enrollments and other factors, such as low-income counts, low-income concentrations, and sparse (extremely rural) populations
- Amounts for private school services calculated by State (not available to district if private schools do not participate) in the preceding year

### **Title V, Part B – Public Charter School Program**

- Competitive *Planning and Implementation Grants* to new charter schools for up to 36 months on an annual basis. Up to \$150,000 per year, dependent on availability of funding from the U.S. Department of Education and number of applicants
- Competitive *Dissemination* 1-year and 2-year grants to charter schools that have not received a *Dissemination Grant*, have been in operation for at least 3 consecutive years and have demonstrated success

### **Title VI, Part B, Subpart 2 – Rural and Low Income School Program**

- Allocation formula based on percentage of low-income children (2002 census poverty estimates 20% minimum)
- All schools served by LEA are designated rural with a school locale code of 6, 7, or 8
- The LEA is not eligible to receive funds under Section 6212 (Small Rural School Achievement Grant)

**Title X, Part C – McKinney-Vento Homeless Assistance**

- Competitive grants to districts for the provision of area-wide services to remove barriers that prevent homeless children and youth from attending, remaining in, and succeeding in school
- Currently grant competition is annual; law allows three year approval

**Comprehensive School Reform Program**

- Competitive grants to districts with eligible schools; school eligibility criteria included in State application to U.S. Department of Education
- Initial grant renewal for two additional years

**Section 31a – Programs for At-Risk Pupils**

- Allocation formula based on foundation allowance and prior October 31 count of pupils eligible for free meals (11.5 percent of foundation allowance x free eligible count)
- State/local revenue per membership pupil must fall below specific amount to be eligible for allocation
- New academies funded based on current October 31 count of free eligibles
- Allocations prorated based on per-eligible deduction to stay within State appropriation

**Section 41 – Bilingual Program**

- Allocation formula based on fall membership counts of eligible pupils receiving bilingual instruction from qualified staff
- Per-pupil allocation is state appropriation divided by total eligible count

### **III. APPLICATION PROCESS**

#### **Title I, Part A – Improving Basic Programs**

- Use **Consolidated Application** on Michigan Electronic Grants System (MEGS)
- Complete application with Consolidated Plan first year
- Application updates in subsequent years
- Funds may not be obligated before application is submitted to the State in MEGS
- Funds may be encumbered beginning with the submission date of the Consolidated Application
- Complete separate budget detail for each institution
- Complete the program column on the “Delivery Systems for Special Populations” page

#### **Title I, Part C – Migrant Education Program**

- Use **Consolidated Application** on MEGS System for regular school year
- Use a separate summer program application on MEGS System
- Different application pages/timelines for school year and summer programs
- Funds may not be obligated before application is received by the State
- Funds may be encumbered beginning with the submission date of the Consolidated Application or the summer application
- Complete the program column on the “Delivery Systems for Special Populations” page

#### **Title I, Part D – Prevention/Intervention for Delinquent Children/Youth**

- Same as Title I, Part A
- Complete separate budget detail for each local facility
- Complete the program column on the “Delivery Systems for Special Populations” page

#### **Title II, Part A – Teacher and Principal Training and Recruiting**

- Use **Consolidated Application** on MEGS System
- Funds may not be obligated before application is received by the State
- Funds may be encumbered beginning with the submission date of the Consolidated Application
- Complete Title II, Part A “Teacher and Principal Recruiting” information page and align with budget detail

#### **Title II, Part D, Subpart 1 – Enhancing Education Through Technology**

- Use **Consolidated Application** on MEGS System
- Funds may not be obligated before application is received by the State
- Funds may be encumbered beginning with the submission date of the Consolidated Application
- An approved, long-range strategic educational technology plan consistent with statewide technology plan must be on file in order to access these funds

### **Title III – Language Instruction for Limited English Proficient (LEP) and Immigrant Students**

- Use **Consolidated Application** on MEGS System
- Funds may not be obligated before application is received by the State
- Funds may be encumbered beginning with the submission date of the paper application
- LEAs may apply for both LEP and Immigrant Student program funds
- Pupil count data for Title III will be gathered from Single Record Student Database beginning 2003-2004

### **Title V, Part A – Innovative Programs**

- Use **Consolidated Application** on MEGS System
- Funds may not be obligated before application is received by the State
- Funds may be encumbered beginning with the submission date of the Consolidated Application
- Complete “Innovative Programs – Local Uses of Funds” information page and align with budget detail

### **Title V, Part B – Public Charter School Program**

- Use specific application on MEGS system for *Planning and Implementation Grant* or *Dissemination Grant*
- *Planning and Implementation* and *Dissemination Grant* funds may be encumbered from date of grant approval, but detailed expenditures must be approved by Public School Academy Program staff to ensure compliance with federal regulations. No funds will be disbursed until an authorizing charter is issued and proposed expenditures are approved by staff
- Additional information is available on the OSI website

### **Title VI – Transferability Provision**

- Use **Consolidated Application** on MEGS System
- No additional funds are available through Title VI
- This provision allows the transfer of funds between Title programs
- No funds may be transferred from Title I to other programs

### **Title VI, Part B, Subpart 2 – Rural and Low-Income School Program**

- Use **Consolidated Application** on MEGS System for regular school year
- Funds may not be obligated before application is received by the State
- Funds may be encumbered beginning with the submission date of the Consolidated Application

### **Title X, Part C – McKinney-Vento Homeless Assistance**

- Competitive grants to school districts, ISDs or PSAs that submit successful applications to provide area-wide services
- Grant application submitted annually through the MEGS system

### **Comprehensive School Reform Program**

- Competitive grants to districts with eligible schools; schools' eligibility criteria included in state application to U.S. Department of Education
- Initial grant renewable for two additional years

### **Section 31a – Programs for At-Risk Pupils**

- Must use Section 31a Application for first year of funding
- No application in subsequent years (Program Report used to report activities/expenditures)
- Funds included in State aid payment

### **Section 41 – Bilingual Program**

- Use **Consolidated Application** on MEGS System
- Must be submitted no later than November 15
- Section 41 application is on 1-year cycle
- Pupil count data will be collected through SRSD beginning 2003-2004
- Complete the program column on the “Delivery Systems for Special Populations” page

## **IV. PURPOSE OF PROGRAMS**

### **Title I, Part A – Improving Basic Programs**

- Designed to help disadvantaged children meet high academic standards; to help children who are failing or most at risk of failing to meet the district’s core academic curriculum standards
- Both schoolwide and targeted assistance programs are to provide supplemental instruction services to identified children

### **Title I, Part C – Migrant Education Program**

- Designed to support high-quality comprehensive educational programs for migratory children, to address the needs that result from educational disruptions and repeated moves
- Priority is given to children who are not achieving core academic curriculum standards and whose education has been interrupted during the regular school year

### **Title I, Part D – Prevention/Intervention for Delinquent Children/Youth**

- Provides supplementary services to children/youth in local facilities for delinquent children
- Services are designed to improve academic achievement, facilitate the transition of institutionalized children/youth into a regular school setting and help prepare participants for secondary school completion, training and employment, or further education

### **Title II, Part A – Teacher and Principal Training and Recruiting**

- Focus on recruiting, training, and retaining highly qualified staff (including paraprofessionals and administrators)
- Recruiting and hiring supplementary staff (to reduce the size of core instructional groups)
- Reduce class size, particularly in the early grades
- Build “highly qualified” teachers who demonstrate a high level of competency in each of the (core) academic subjects

### **Title II, Part D, Subpart 1 – Enhancing Education Through Technology**

- Improves student academic achievement through the use of technology
- Supports initiatives designed to increase access to technology, particularly in schools identified for improvement under Title I, Part A
- Ensures that all students are technologically literate by the end of the 8<sup>th</sup> grade
- Supports innovative methods for delivering specialized or rigorous academic courses for students without access to such courses
- Encourages effective integration of technology, resources, services and systems with teacher training and curriculum development
- Establishes research-based instructional methods

- Supports evaluating programs funded through Title II, Part D, regarding impact of program on student academic achievement
- Supports efforts to use technology to promote parent and family involvement in education and communications

**Title III – Immigrant Sub Grant**

- Provides immigrant students with high quality instruction to meet challenging state standards
- Assists the transition of immigrant children and youth into American society

**Title III – Limited English Proficient (LEP) Sub Grant**

- Speedy acquisition of English language proficiency
- Assists students to achieve in the core academic subjects
- Assists students to meet state standards
- Supports efforts to use technology to promote parent and family involvement in education and communications

**Title V, Part A – Innovative Programs**

- Supports local education reform efforts that are consistent with and support education efforts
- Provides funding to educational agencies to implement promising educational reform programs and school improvement programs based on scientifically based research
- Provides a continuing source of innovation and educational improvement, including support programs to provide library services and media materials
- Supports initiatives to meet the educational needs of all students
- Supports the development and implementation of programs to improve school, student and teacher performance, including professional development and class size reduction

**Title V, Part B – Public Charter School Program**

- *Planning and Implementation Grants* are designed to encourage new PSAs in order to meet the following objectives:
  - To expand the number of quality, research-based and educationally diverse PSAs throughout the state by supporting efforts of charter school developers and organizers
  - To assist existing public schools wishing to systematically reform to convert to charter “status”
  - To assist newly approved and operational charter schools in meeting their identified planning, start-up, conversion, and implementation needs
- *Dissemination Grants* are designed to support activities that improve public schools or open new schools (including public charter schools) and share lessons learned by charter schools with other public schools

**Title VI, Part B, Subpart 2 – Rural and Low-Income School Program**

- To address the unique needs of rural districts that frequently lack the personnel and resources needed to compete effectively for Federal competitive grants
- Receive formula grant allocations in amounts too small to be effective in meeting their intended purposes

**Title X, Part C – McKinney-Vento Homeless Assistance**

- Facilitates the enrollment, attendance and success in school of homeless children and youth
- Provides supplemental services for homeless students

**Comprehensive School Reform Program**

- Supports schools needing to improve student achievement by implementing proven comprehensive school reform programs

**Section 31a – Programs for At-Risk Pupils**

- Provides supplementary instructional and pupil support services for pupils who meet the at-risk criteria specified in the legislation. The criteria include low achievement on MEAP or the presence of two or more identified at-risk factors
- Funds may be used for class size reductions in grades K-6 in schools above the district's poverty percentage
- Funds are limited to direct services to pupils and may not be used for administrative or other related costs

**Section 41 – Bilingual Programs**

- Supports bilingual instruction for pupils of limited English-speaking ability

## **V. WHO IS SERVED?**

### **Title I, Part A – Improving Basic Programs**

- Schoolwide: After the required one year of planning, the program addresses the needs of all students in the school, but particularly the needs of low achieving children who are most at risk of not meeting state standards
- Targeted Assistance: Only students identified as failing, or most at risk of failing, to meet the State’s challenging student performance standards. Students in preschool through second grade are selected solely on the basis of teacher judgment, interviews with parents and developmentally appropriate measures

### **Title I, Part C – Migrant Education Program**

- A student who is, or whose parent, spouse or guardian, is a migratory agricultural worker, including a migratory dairy worker, migratory fishing worker or those involved in first level processing and has moved within the previous 36 months to obtain temporary or seasonal employment in agricultural or fishing work

### **Title I, Part D – Prevention/Intervention for Delinquent Children/Youth**

- Children/youth who are:
  - in institutions for delinquent children/youth
  - in adult correctional institutions or
  - attending community day programs for delinquent children/youth

### **Title II, Part A – Teacher and Principal Training and Recruiting**

- Students receiving specialized supplementary instructional services
- Students within reduced-size classrooms
- Paraprofessionals, regular and special education teachers, principals, superintendents, and pupil services personnel in public and/or private schools receiving training to increase student achievement

### **Title II, Part D, Subpart 1 – Enhancing Education Through Technology**

- Public and private school students, staff and parents

### **Title III – Immigrant Sub Grant**

- Immigrant Children and Youth:
  - ages 3 through 21
  - not born in any state
  - who have not been attending one or more schools in one or more states for more than three full academic years

### **Title III – Language Acquisition Program (LAP) Sub Grant**

- Individuals:
  - born outside the United States or whose native language is other than English
  - ages 3 through 21 enrolled in elementary or secondary schools
  - who have difficulty speaking, understanding, reading, or writing English

- who are Native Americans or are Alaska Natives
- who are migratory students whose language is not English
- and whose difficulties in speaking, reading, writing or understanding the English language prevent them from achieving academic success

**Title V, Part A – Innovative Programs**

- Students and staff in public and non-public schools

**Title V, Part B – Public Charter School Program**

- School districts, developers and administrators of public charter schools seeking increased capacity for flexibility and innovation
- Parents and students seeking public school choice and innovative educational program options

**Title VI, Part B, Subpart 2 – Rural and Low-Income School Program**

- Teachers, if used for teacher recruitment and retention, including the use of signing bonuses and other financial incentives
- Teachers, if used for professional development, including programs that train teachers to utilize technology to improve teachers and to train special needs teachers
- Parents if used for parent involvement activities
- Students, if used for activities authorized under Title IV, Part A – Safe & Drug Free Schools and Communities; Title I, Part A – Improving Basic Programs; or Title III – Language Instruction for LEP and Immigrant students

**Title X, Part C – McKinney-Vento Homeless Assistance**

- Homeless children and youth as defined in the law
  - Lack a fixed, adequate nighttime residence
  - Sharing the housing of others due to loss of home
  - Living in public or private places not designated for human habitation
  - Living in car, tent or camper
  - Living in motel, shelter or other temporary residence for homeless
  - Awaiting foster or court placement

**Comprehensive School Reform Program**

- Students and staff in schools with 50 percent or more of enrolled students eligible for free and reduced price school meals
- Approximately 85 percent of the funds awarded to schools that also have low MEAP results

### **Section 31a – Programs for At-Risk Pupils**

- Pupils who meet at least 2 of the following criteria:
  - Victim of child abuse or neglect
  - Below grade level in English/language arts, communication skills or mathematics skills
  - Pregnant teenager or teenage parent
  - Eligible for free or reduced price lunch
  - Atypical behavior or attendance patterns
  - Family history of school failure, incarceration or substance abuse

OR

- Pupils whose score on their most recent MEAP reading, mathematics or science test was:
  - less than Moderate in reading or mathematics
  - less than Novice in science

OR

- Pupils in grades K-3 who are at risk of not meeting the district's core academic curricular objectives in English/language arts, communications skills or mathematics

### **Section 41 – Bilingual Programs**

- Students of limited English proficiency who scored at or below the 40th percentile on an English language or reading test

## **VI. PLANNING PROCESS**

### **Title I, Part A – Improving Basic Programs**

- District and school plans coordinated with plans for other local, state and federal programs
- Teachers, principals, other staff and parents involved in development of district and school plans
- Schoolwide plans developed over one-year period with external technical assistance
- Plans based on assessment of student performance in relation to core academic standards
- Private school officials consulted regarding services to eligible private school students

### **Title I, Part C – Migrant Education Program**

- Comprehensive State plan integrated with plans for other local, state and federal programs
- Representatives of other programs involved in development of plan
- Migrant program staff involved in planning for other state, federal, and local program design
- Parent advisory councils consulted in development of plan for year-long programs
- Plan based on comprehensive needs assessment of special educational needs of migratory children
- Private school officials consulted regarding services to eligible private school students
- Services provided in accordance with findings from a comprehensive needs assessment

### **Title I, Part D – Prevention/Intervention for Delinquent Children/Youth**

- Program developed in collaboration with representatives of local institutions for delinquent children/youth
- Program developed in coordination with other local, state and federal programs serving delinquent children/youth
- District/ISD must have formal agreement in place with each facility (in accordance with NCLB, Section 1425)
- Evaluation results used to plan and improve program

### **Title II, Part A – Teacher and Principal Training and Recruiting**

- Conduct a needs assessment to analyze district data to coordinate planning with needs regarding class size, professional development, and the recruiting, hiring and retaining of highly qualified staff and other eligible services; identify local teacher and paraprofessional quality needs so all are “highly qualified” by the end of the 2005-06 school year
- Parents must be included in the planning process
- Private school officials consulted regarding services to eligible private school students

## **Title II, Part D, Subpart 1 – Enhancing Education Through Technology**

- Develop a long-range strategic educational technology plan consistent with the statewide technology plan. For further information visit: <http://techplan.org/>
- Must use a minimum of 25% of funds for ongoing, sustained, intensive, high-quality professional development in:
  - the integration of advanced technologies into curriculum and instruction
  - the use of these technologies to create new learning environments
  - Consult private school officials regarding services to their students and staff
  - 25% rule may be waived for LEAs that already provide professional development meeting the above requirements (requires local agencies to apply for a waiver from the State)

## **Title III – Immigrant Sub Grant**

- Describes programs and activities under the sub grant
- Coordinates activities with other public and private organizations that work with immigrants

## **Title III – Language Acquisition Program (LAP) Sub Grant**

- Describes programs and activities
- Describes how the applicant will meet annual achievement objectives
- Involves all stakeholders

## **Title V, Part A – Innovative Programs**

- Plan development in consultation with teachers, administrators, other staff and parents
- Plan includes reasons for selecting particular programs and activities
- Non-public school officials consulted regarding services to non-public school students and staff

## **Title V, Part B – Public Charter School Program**

- *Planning and Implementation Grant* applicants propose planning, start-up, conversion or implementation uses of funds
- Priorities include:
  - Ensuring early childhood literacy
  - Increasing parent involvement and parent satisfaction
  - Enhancing the level and effectiveness of serving underserved, special needs and at-risk students/children
  - Expanding choice options in geographic areas with concentrations of high priority schools (those that require improvement, corrective action or restructuring)
  - Ensuring excellent and highly qualified educators
  - Ensuring educators and students embrace the Information Age
  - Ensuring curriculum alignment with state standards and benchmarks
  - Enhancing variety in approaches and innovation in choice options
  - Ensuring achievement of federal and state accountability standards
  - Developing and implementing partnerships between charter and traditional public schools, ISDs and other community organizations to sustain community and school integration

- *Dissemination Grant* applicant schools propose one of four types of activities:
  - Assisting other individuals with the planning and start-up of one or more new public schools, including charter schools
  - Developing partnerships with other public schools, including charter schools, designed to improve student academic achievement in each of the schools participating in the partnership
  - Developing curriculum materials, assessments, and other materials that promote increased student achievement and are based on current successful practices within the assisting charter school

**Title VI, Part B, Subpart 2 – Rural and Low-Income School Program**

- District and school plans coordinated with plans for other local, state, and federal programs

**Title X, Part C – McKinney-Vento Homeless Assistance**

- Conduct needs assessment
- Gather data on homeless students
- School staff members, parents and representatives from homeless service providers in the community are involved in planning program
- Plan must cover a specified service area rather than a single school or district

**Comprehensive School Reform Program**

- Teachers, principals, other staff and parents involved in school planning
- Nine elements of school plan specified by legislation
- District plan addresses alignment, leadership and support to school

**Section 31a – Programs for At-Risk Pupils**

- Based on needs assessment of eligible students
- Coordinated with other local, state and federal programs

**Section 41 – Bilingual Programs**

- Based on needs assessment of eligible students
- Coordinated with other local, state and federal programs

## **VII. PROGRAM IMPLEMENTATION**

### **Title I, Part A – Improving Basic Programs**

- Services delivered in each academic area of core curriculum
- Services provided in accordance with schoolwide or targeted assistance plan
- Consistent selection criteria used to identify students at each grade level
- Multiple strategies used during in-class instruction in all academic areas
- Additional instructional time and/or opportunities given to identified students
- Effective strategies for improving student achievement based on research on teaching and learning

### **Title I, Part C – Migrant Education Program**

- Services delivered in core academic curriculum areas as indicated by findings of a comprehensive needs assessment by Title I, Part A and then additional support services
- Support services delivered in accordance with comprehensive plan
- Priority for services given to migrant children failing, or most at risk of failing, to meet core academic standards and whose education has been interrupted during regular school year
- Effective strategies for improving achievement of migrant students

### **Title I, Part D – Prevention/Intervention for Delinquent Children/Youth**

- Instructional and support services delivered in accordance with academic and support service needs of delinquent children/youth

### **Title II, Part A – Teacher and Principal Training and Recruiting**

- Develop and implement mechanisms to assist schools in effectively recruiting, hiring and retaining highly qualified teachers, principals and pupil services personnel:
- Recruit and hire highly qualified:
  - Regular/special education teachers to team teach
  - Teachers to reduce regular and special education class sizes, particularly in early elementary (in accordance with the result of the district needs assessment)
  - Specialists in core academics subjects and supplementary teachers of special needs children to individualize instruction
  - Teachers and provide advancement initiatives, emphasizing multiple career paths and pay differentiation
- Provide alternate routes to certification for
  - Professionals from other fields
  - Qualified paraprofessionals
- Improve quality of teacher force through:
  - Tenure reform
  - Merit pay
  - Recruiting, training, and retaining teachers in academic subjects where there is a shortage

- Providing professional development activities in content knowledge and classroom practices for teachers, principals, and in appropriate cases, paraprofessionals
- Increasing opportunities in the teaching profession for minorities, individuals with disabilities and other under represented individuals
- Testing teachers in academic subjects
- Retain highly qualified teachers and principals in schools with low achievement through:
  - Teacher mentoring from exemplary teachers, principals or superintendents
  - Induction and support for teachers and principals in their first 3 years
  - Incentives to teachers and principals with record of success in improving achievement of low-achieving students

**Title II, Part D, Subpart 1 – Enhancing Education Through Technology**

- Acquires, develops and maintains a technology infrastructure
- Implements and supports comprehensive technology systems in schools to improve student achievement
- Supports professional development in technology (a minimum of 25%)
- Collects, manages and analyzes data to enhance teaching and school improvement efforts

**Title III – Immigrant Sub Grant**

- Enhances instructional opportunities for immigrant children and youth such as:
  - Enhances instructional opportunities for immigrant children and youth such as:
    - Family literacy and parent outreach
    - Basic instructional services and supplies
    - Tutorials, mentoring, and civic activities

**Title III, Language Acquisition Program (LAP) Sub Grant**

- Flexible uses of scientifically-based instruction that promotes English language proficiency
- Improves instruction and assessment of LEP students
- Acquires and upgrades curricula

**Title V, Part A – Innovative Programs**

- Instructional Programs
- Instructional Materials, Professional Development and School-Based Reform
- District-Level Reform
- Pupil Support Services
- Parent and Community Involvement

### **Title V, Part B – Public Charter School Program**

- *Planning and Implementation Grant* funds may provide post-award planning and design of the educational program and include refinement of the desired educational results and of the methods for measuring progress toward achieving those results, as well as professional development of teachers and other staff who will work in the charter school
- *Implementation* grant funds may provide for the initial implementation of the charter school and may include:
  - Informing the community about the school
  - Acquiring necessary equipment and educational materials and supplies
  - Acquiring or developing curriculum materials
  - Other initial operational costs that cannot be met from State or local sources
- *Dissemination Grant* funds provide for:
  - Dissemination of best and promising practices currently in use in the charter school awarded the grant, including Internet web-based availability of the practices and outreach to the educational community through provision of presentations at statewide or regional conferences
  - Assistance to targeted partnering schools, traditional or charter public schools, that will benefit from the implementation of the best and promising practices shared by the grant recipient

### **Title VI, Part B, Subpart 2 – Rural and Low-Income School Program**

- Program implemented according to requirements of the specific program to which these funds have been assigned (Title I, Part A; Title III; or Title IV)
- Program implemented according to the use of funds state in who is served
  - Teachers, if used for teacher recruitment and retention, including the use of signing bonuses and other financial incentives
  - Teachers, if used for professional development, including programs that train teachers to utilize technology to improve teachers and to train special needs teachers

### **Title X, Part C – McKinney-Vento Homeless Assistance**

- Examine and revise policies that are a barrier to enrollment, attendance and success in school for homeless children and youth
- Provide supplemental and instructional services that do not segregate homeless children and youth
- Include an evaluation process that measures the academic achievement of homeless children and youth
- Coordinate the provision of services to prevent duplication and to use available funds effectively

### **Comprehensive School Reform Program**

- Training/technical assistance to implement model provided by model developer over three-year period
- Evidence of progress toward successful implementation of model required each year

### **Section 31a – Programs for At-Risk Pupils**

- Instructional programs and direct noninstructional services (e.g., medical or counseling services) for eligible pupils
- May be provided before or after regular school hours or by adding extra school days
- May use tutorial method with paraprofessionals working under supervision of certificated teacher (ratio of pupils to paraprofessionals between 10:1 and 15:1)
- May not be used for administrative costs or to supplant another program or other funds being used for at-risk pupils
- Reduction of class size in grades K-6, or any combination of those grades, in schools in which the percentage of pupils eligible for free lunch exceeds the district average; may request a waiver for schools with at least 30% poverty (if also at least 60% of district average)

**Note:** If Section 31a funds are used to reduce class size, the instructional program must be designed to ensure a realistic opportunity for eligible pupils to achieve the district's core curriculum outcomes in accordance with Section 1278(6) of PA 335.

### **Section 41 – Bilingual Programs**

- Bilingual instruction by qualified staff in speaking, reading, writing or comprehension

## **VIII. PROFESSIONAL DEVELOPMENT**

### **Title I, Part A – Improving Basic Programs**

- Professional development plan designed collaboratively by teachers, principals and other staff (participation of private/non-public schools required)
- Focuses on improving teaching of core academic curriculum to enable all students to meet high standards
- Reflects research on teaching and learning
- Supports district and school Title I plans through sustained professional development for all appropriate staff
- May combine Title I funds with funds from other sources
- Data driven – Disaggregating of subgroups’ achievement and growth
- Corresponds with district/school Adequate Yearly Progress (AYP) areas of needed improvement

### **Title I, Part C – Migrant Education Program**

- Professional development designed to support migrant services after the Title I, Part A, Title II, Part A and other LEA, ISD and federal professional development initiatives. It may include mentoring, for teachers and other program staff (such as recruiters, paraprofessionals and regular classroom teachers).
- Objectives consistent with Title I, Part A
- When designing a professional development program, consider needs of Migrant children as part of the whole

### **Title I, Part D – Prevention/Intervention for Delinquent Children/Youth**

- May fund professional development activities designed to meet students’ educational needs and assist students’ transition to locally operated programs

### **Title II, Part A – Teacher and Principal Training and Recruiting**

- Provides professional development activities that improve knowledge of teachers, principals, superintendents and paraprofessionals in:
  - Core academic subjects, effective instructional strategies and use of state standards and assessments
  - Effective instructional strategies that integrate the use of technology
  - Use of data and assessments to improve teaching and learning
  - Instructional practices involving the collaboration of teachers and administrators
  - Early and appropriate interventions with accommodations for students with different learning styles
  - Improving student behavior in the classroom
  - Involving parents in their child’s education
  - Improving quality of principals and superintendents, such as management and instructional leadership academies
  - Use of distance learning for cost-effective professional development opportunities

- If the professional development needs of the private school teacher are different from those of the public school teachers, the LEA, in consultation with the private school representatives, should develop a separate program

**Title II, Part D, Subpart 1 – Enhancing Education Through Technology**

- Promotes initiatives to help teachers, principals and administrators integrate technology effectively into curriculum and instruction
- Provides constant access to training and updated research in teaching and learning through electronic means
- Prepares teachers as technology leaders
- 25% of allocation MUST be spent for professional development (waiver limited to districts with no schools in School Improvement or Corrective Action status)

**Title III – Immigrant Sub Grant**

- May support professional development related to program activities

**Title III – Language Acquisition Program (LAP) Sub Grant**

- High quality professional development for classroom teachers to improve instruction for LEP students
- Enhances ability of teachers to understand and use curricula to help LEP students
- Improves the assessment of LEP students

**Title V, Part A – Innovative Programs**

- May support professional development related to program activities

**Title V, Part B – Public Charter School Program**

- *Planning and Implementation* and *Dissemination Grants* may support professional development for teachers, paraprofessionals and administrators in a variety of ways dependent upon the approved grant proposal
- Grant priorities support use of funds to ensure that educators are proficient in use of technology and have access to computers and web-based information

**Title VI, Part B, Subpart 2 – Rural and Low-Income School Program**

- Professional development for teachers, including programs that train teachers to utilize technology to improve teachers and to train special needs teachers

**Title X, Part C – McKinney-Vento Homeless Assistance**

- Professional development may be provided to school staff to raise the awareness of the needs of homeless families
- Professional development may be provided to Homeless Liaisons from the service area and surrounding areas

**Comprehensive School Reform Program**

- Funds used primarily for training and technical assistance related to school implementation of comprehensive school reform model

**Section 31a – Programs for At-Risk Pupils**

- May not use funds for professional development

**Section 41 - Bilingual Programs**

- May use funds for appropriate professional development activities for staff providing bilingual instruction

## **IX. PARENT INVOLVEMENT**

### **Title I, Part A – Improving Basic Programs**

- Parent involvement policy for district and each school developed jointly by staff and parents
- School-parent compact for each school describing school and parent responsibilities to support children's education
- Parent involvement in an organized, ongoing and timely way in the planning and review of the Title I, Part A program
- Annual evaluation of content and effectiveness of parent involvement policy
- Reservation of one percent of allocation for parent involvement by districts with allocations of more than \$500,000

### **Title I, Part C – Migrant Education Program**

- Parent involvement activities consistent with Title I, Part A to extent feasible
- Parent advisory councils involved in planning and implementing full school year programs
- Programs and projects are carried out in a format and language understandable to the parents

### **Title I, Part D – Prevention/Intervention for Delinquent Children/Youth**

- Parent involvement in efforts to improve educational achievement of their children and prevent delinquent activities, as appropriate

### **Title II, Part A – Teacher and Principal Training and Recruiting**

- Parents must be included in the planning process
- Staff training to increase parent involvement

### **Title II, Part D, Subpart 1 – Enhancing Education Through Technology**

- Promote parent and family involvement in education and communication using technology to connect schools and teachers with parents and students

### **Title III – Immigrant Sub Grant**

- Family literacy, parent outreach, and parent training designed to assist immigrant parents to become active participants in the education of their children
- Communication with parents in a language that is understandable to them

### **Title III – Language Acquisition Program (LAP) Sub Grant**

- Parent notification of the identification of their child as LEP within 30 days after the beginning of school (2 weeks during the school year)
- Communication with parents in a language that is understandable to them
- Right of parents to refuse services
- Communication with parents in a language that is understandable to them
- Right of parents to choose among available services

- Notification to parents if program fails to meet annual achievement objectives

**Title V, Part A – Innovative Programs**

- Parent involvement in development of plan for use of funds
- Activities may include parent literacy programs

**Title V, Part B – Public Charter School Program**

- Parent involvement is a basic tenet of the Public Charter School Program
- Grant funds may be used to support parent involvement

**Title VI, Part B, Subpart 2 – Rural and Low-Income School Program**

- Parent involvement according to the requirements of the specific program to which these funds have been assigned (Title I, Part A; Title III; or Title IV)

**Title X, Part C – McKinney-Vento Homeless Assistance**

- Parent involvement required to help parents become actively involved in the student's academic success
- Coordination with community services for homeless people and families

**Section 31a – Programs for At-Risk Pupils**

- May not use funds for parent involvement, except as part of direct pupil services

**Section 41 – Bilingual Programs**

- Written parent notification required before student is placed in bilingual instruction program
- Parent may refuse placement by giving written notice

## **X. PROGRAM EVALUATION/REPORTS**

### **Title I, Part A – Improving Basic Programs**

- AYP based on MEAP scores
- MEAP results disaggregated based on gender, racial-ethnic group, LEP, migrant status, disability, and economically disadvantaged status
- District may also use other student assessments
- Schools identified for improvement if no AYP for two years
- Consolidated Performance Report required annually
- AYP reported for all subgroups (racial/ethnic, LEP, students with disabilities, economically disadvantaged)

### **Title I, Part C – Migrant Education Program**

- Program effectiveness determined, where feasible, through same approach and standards as Title I, Part A
- Consolidated Performance Report required annually

### **Title I, Part D – Prevention/Intervention for Delinquent Children/Youth**

- Program evaluation required once every three years in accordance with NCLB, Section 1431
- Evaluation must be designed to determine program’s impact on participants’ ability to:
  - Maintain and improve academic achievement;
  - Accrue credit for promotion and graduation;
  - Make transition to regular or other educational programs;
  - Complete secondary school and obtain employment; and
  - As appropriate, participate in postsecondary education and job training programs
- The evaluation must utilize multiple and appropriate measures of student progress
- Consolidated Performance Report required annually

### **Title II, Part A – Teacher and Principal Training and Recruiting**

- To be determined

### **Title II, Part D, Subpart 1 – Enhancing Education Through Technology**

- Local district must implement a performance measurement system to determine effectiveness of education technology programs that ensure:
  - Effective integration of technology into curriculum and instruction
  - Increased ability of teachers to teach using technology
  - That students meet challenging academic standards
- The state is required to develop an evaluation process to measure effective integration of technology into curriculum

### **Title III – Immigrant Sub Grant**

- Districts required to keep records and to provide information for federal/state reports
- Annual evaluation by local educational agencies will be used to make decisions about program changes for subsequent years
- Annual assessment of English language proficiency of all LEP students

### **Title III – Language Acquisition Program (LAP) Sub Grant**

- Annual assessment of English language proficiency of all LEP students
- Improvement of English language proficiency each fiscal year
- AYP for LEP students as described under Title I, section 1111(b)(2)(B)

### **Title V, Part A – Innovative Programs**

- Districts required to keep records and provide information for federal/state evaluations
- Annual evaluation by local educational agencies will be used to make decisions about program changes for subsequent years

### **Title V, Part B – Public Charter School Program**

- *Planning and Implementation Grants* require end of year reports on the progress of implementation of the grant and detailed proposals for each year of the *Implementation* grant before funds are released
- MDE is in process of implementing a multi-year evaluation of the grants program
- *Dissemination Grant* applicants must document educational excellence as well as practices worthy of replication and dissemination
- *Dissemination Grant* recipients must submit mid-year as well as year end progress reports
- *Planning and Implementation* and *Dissemination Grants* are evaluated, in part, by their achievement of academic success, AYP, MEAP and other standardized test scores, dependent upon the requirements of the school and the authorizing entity

### **Title VI, Part B, Subpart 2 – Rural and Low-Income Program**

- After third year of participation, the LEA must have made AYP to continue to participate
- The State Education Agency (SEA) may permit LEAs that did not make AYP to continue if funds are used to meet Title I improvement requirements under Section 1116

### **Title X, Part C – McKinney-Vento Homeless Assistance**

- Report required at end of grant year
- Report includes a description of program activities and services
- Report includes homeless student achievement data
- Report includes data on number of homeless children and youth identified and served by grant

### **Comprehensive School Reform Program**

- Local and state evaluations of implementation and student achievement results required
- National three-year evaluation and report to Congress required

### **Section 31a – Programs for At-Risk Pupils**

- Annual report on use of funds and number of pupils served
- Districts must report the number of students receiving each program or service as well as the number of those students who are eligible for free or reduced price school lunch
- Program records available for audit

### **Section 41 – Bilingual Programs**

- No evaluation of program effectiveness required
- Department compiles program information

## **Office of School Improvement**

### **Descriptions of Categorical Programs**

#### **Title I, Part A – Improving Basic Programs**

The Title I, Part A program is designed to help disadvantaged children meet high academic standards by participating in either a school wide or a targeted assistance program. Schoolwide programs are implemented in high-poverty schools following a year of planning with external technical assistance and use Title I funds to upgrade the entire educational program of the school. Targeted assistance programs provide supplementary instruction to children who are failing or most at risk of failing to meet the district's core academic curriculum standards. School-based decision-making, professional development, and parent involvement are important components of each district's Title I, Part A program.

#### **Title I, Part C – Migrant Education Program**

The Migrant Education Program is designed to support high-quality comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves. The program provides educational and support services to migrant children and youth through both regular school year and summer programs. Children are eligible if their families have moved within the previous 36 months to obtain temporary or seasonal work in agriculture or fishing. Priority is given to children who are not achieving core academic curriculum standards and whose education has been interrupted during the regular school year. The program also supports identification and recruitment activities across the state to locate migrant families and inform them of available services.

#### **Title I, Part D – Prevention/Intervention for Delinquent Children/Youth**

The Title I, Part D program provides supplementary services to children and youth in state agency and local facilities for neglected or delinquent children. The services are designed to improve academic achievement, facilitate the transition of institutionalized children and youth into a regular school setting, and help prepare participants for high school completion, training and employment, or further education. Funds are awarded to state agencies and local or intermediate school districts based on their counts of children/youth in facilities for delinquent children/youth.

## **Title I – School Improvement**

The Title I School Improvement funds are designed to meet the Michigan Department of Education's (MDE) responsibility to distribute and target resources sufficiently to make a difference to local schools and school districts where the needs are greatest. It is a priority for MDE to allocate these funds to the lowest achieving schools; to schools that demonstrate the greatest need for such funds; and to schools that demonstrate the strongest commitment to ensuring that the funds are used to assist the lowest achieving schools make progress on their school improvement plans.

## **Title II, Part A – Teacher and Principal Training and Recruiting**

This program was created as a combination of the former Eisenhower and Class Size Reduction programs through 2001-02. The Title II, Part A program is focused on recruiting, training, and retaining highly qualified staff, as well as recruiting and hiring supplementary staff. These funds may also be used to reduce class size, particularly in the early grades. This program supports teachers' professional development across all core academic subjects.

## **Title II, Part D – Enhancing Education Through Technology**

The Title II, Part D program consolidates the current Technology Literacy Challenge Fund (TLCF) and Technology Innovation Challenge Grant programs into a single state formula grant program to support the integration of educational technology into classrooms to improve teaching and learning.

## **Title III – Language Instruction For Limited English Proficient and Immigrant Students**

The Title III program is designed to assure speedy acquisition of English language proficiency, assist students to achieve in the core academic subjects, and to assist students to meet State standards. It also provides immigrant students with high quality instruction to meet challenging State standards, and assists the transition of immigrant children and youth into American society.

## **Title V, Part A – Innovative Education Program Strategies**

The Title V, Part A program is designed to support local innovation and reform by providing supplementary funds to be used in one or more targeted areas. See the detailed list of programs in Appendix A.

The legislation requires consultation with parents, teachers and school administrators regarding the use of each district's Title V, Part A funds.

## **Title VI – Flexibility and Accountability**

Part A, Subpart 2 – The purpose of this subpart is to allow States and local education agencies the flexibility:

1. to target Federal funds to Federal programs that most effectively address the needs of States and localities; and
2. to transfer Federal funds allocated to other activities to allocations for certain activities authorized under Title I.

No additional funding is made available through this subpart.

## **Title VI, Part B – Rural and Low Income Schools**

The Title VI Rural and Low Income Schools grant is designed to provide funding to specific schools to help them overcome the unique problems of these schools related to the recruitment and retention of teachers. Grant funds can also be used to assist with the purchase of educational technology and professional development that supports teachers in the use of technology.

## **Title X, Part C – Education for Homeless Children and Youth**

The purpose of the Title X Education for Homeless Children and Youth, also known as the McKinney Vento Act, is to assist districts to remove barriers to the enrollment, attendance or success in school of homeless children and youth. Grant funds support homeless children and youth in a variety of ways to ensure that they have access to the same challenging state standards and high quality education as other students.

## **Comprehensive School Reform**

The Comprehensive School Reform (CSR) Program is a federal initiative designed to help high-needs schools improve student achievement by implementing comprehensive school reform programs that are based on research and effective practices, and include an emphasis on basic academics and parent involvement. Competitive grants are provided to fund the technical assistance, professional development and special instructional materials costs of adopting a national comprehensive school reform model that has demonstrated its effectiveness in raising student achievement and has been replicated successfully in other schools. To be eligible for a CSR grant, a school must have a poverty concentration of at least 50%. Most of the grants are awarded to schools that also have low MEAP scores. Schools and districts must reallocate other funds, such as Title I and Section 31a funds, to support staff and other ongoing costs of implementing the model.

### **Section 31a – Programs for At-Risk Pupils**

Section 31a of the State School Aid Act provides funding to eligible districts for supplementary instructional and pupil support services for pupils who meet the at-risk criteria specified in the legislation. These criteria include low achievement on MEAP tests in mathematics, reading or science; failure to meet core academic curricular objectives in English/language arts or mathematics (applies to grade K-3 pupils only); or the presence of two or more identified at-risk factors. The funds may also be used for class size reductions in grades K-6 in schools above the district's poverty percentage. Section 31a funds are limited to direct services to pupils and may not be used for administrative or other related costs.

### **Section 41 – Bilingual Programs**

Section 41 of the State School Aid Act provides funding to districts to support bilingual instruction for pupils of limited English-speaking ability. The legislation specifies that the funds are to be used solely for bilingual instruction in speaking, reading, writing or comprehension for limited English-speaking pupils. Funding is based on the number of eligible membership pupils who will be provided bilingual instruction.

## **Title I, Part A Allocation Formula Under the No Child Left Behind Act**

Title I, Part A funds are allocated to school districts through four statutory formulas—Basic Grants, Concentration Grants, Targeted Grants, and Education Finance Incentive Grants (EFIG). The following describe the specific allocation provisions for each formula funded under PL 107-7.

Basic Grants (Title I, Part A, section 1124)—Basic Grant funds are allocated to LEAs through a statutory formula based primarily on the number of children, ages 5 through 17, from low-income families. In addition, the formula includes annually collected counts of children in locally operated institutions for neglected or delinquent children, in foster homes, and in families above poverty that receive assistance under the Temporary Assistance for Needy Families program. In order to receive a Basic Grant, an LEA must have at least 10 formula children and the number of those children must exceed two percent of the LEA’s total population ages 5 through 17. State educational agencies (SEAs) must adjust allocations to account for eligible LEAs that did not receive a Federal allocation such as Public School Academies. The statute requires that each eligible LEA receive at least 85, 90, or 95 percent of the amount it was allocated in the preceding year, depending on the LEA’s poverty rate. The “hold-harmless” percentage guarantee varies according to the percentage of formula children in each LEA.

Concentration Grants (Title I, Part A, section 1124A)—Concentration Grant funds are allocated to LEAs in which the number of children counted for Basic Grant formula purposes exceeds 6,500 children or 15 percent of the total population ages 5 through 17. As with Basic Grants, SEAs must adjust allocations to account for differences between State and Federal lists of LEAs. The hold-harmless requirement for Concentration Grants works the same as it does for Basic Grants except that an LEA is guaranteed its hold-harmless amount for four consecutive years even if it no longer meets either eligibility threshold. Section 1122(c)(2) of the statute provides that LEAs failing to meet the eligibility threshold after four years are no longer protected by the hold harmless.

Targeted Grants (Title I, Part A, section 1125)—The Targeted Grants formula uses the same data elements as Basic and Concentration Grants. Adjustments are made to the number of formula children to give greater weight to those LEAs that have higher numbers or percentages of formula children. In order to receive a Targeted Grant, the number of formula children in an LEA counted for Basic Grant allocation purposes must be at least 10 and equal or exceed five percent of the LEA’s total population ages 5 through 17. As with Basic and Concentration Grants, SEAs must adjust allocations to account for differences between State and Federal lists of LEAs. The hold-harmless requirement for eligible LEAs works the same as it does for Basic Grants. The hold-harmless percentages, however, are based on the unweighted number of children used in the Targeted Grant formula.

Education Finance Incentive Grants (EFIG) (Title I, Part A, section 1125A)—The Education Finance Incentive Grant (EFIG) formula, in addition to using the number of

Title I formula children and each State's per-pupil expenditures, distributes funds to States based on (1) an effort factor that measures a State's effort to provide financial support for education compared to its relative wealth as measured by its per capita income, and (2) an equity factor that measures the degree to which education expenditures vary among school districts within a State. The EFIG formula benefits States that spend more money on education relative to their wealth and States that have equalized education expenditures among their LEAs. The United States Department of Education determines a State's EFIG allocation and then it is allocated among LEAs within a State using a weighted formula that operates similarly to that established under the Targeted Grants formula. The within-State weights used for determining LEA allocations, however, vary among States according to the degree to which each State's expenditures are equalized across its school districts. The eligibility criteria used to determine whether an LEA qualifies for an EFIG allocation are the same as for Targeted Grants.

As with Basic, Concentration, and Targeted Grants, SEAs must adjust allocations to account for differences between State and Federal lists. The hold-harmless requirement for eligible LEAs works the same as it does for Basic Grants. The hold-harmless percentages, however, are based on the unweighted number of children used in the EFIG formula.

**9/1/05**  
**Office of School Improvement**  
**Field Services Unit**  
**Important Dates 2005-06**

July 1, 2005	Earliest possible beginning fiscal obligation date of new project year (2005-06) for federal programs
July 1, 2005*	Consolidated Application due for districts needing July 1, 2005 beginning fiscal obligation date (otherwise due no later than beginning date needed). *Special extension to August 31, 2005 given for 2005-06.
July 15, 2005	2004-05 Section 31a At-Risk Program Report due in MEGS
Aug. - Sept. 2005	General MI Electronic Grants System (MEGS) Training
August 29, 2005	Verify business office has electronically submitted final expenditure report (DS 4044) for 2003-04 funds carried over into 2004-05
September 2005	Title I School Improvement grant application available in MEGS
September 15, 2005	2004-05 Migrant Education Data due
September 16, 2005	Consolidated Performance Report – 2004-05 due in MEGS
September 30, 2005	Ending date for expending last project year’s regular Title I funds (2004-05) <b>MUST BE ON ACTIVITIES RELATED TO 2004-05 PROJECT</b>
October 28, 2005	Title I School Improvement Application due in MEGS
October 28, 2005	Completed Technical Assistance Packets due to MDE
October 31, 2005	Section 57.3, Advanced and Accelerated certification due in MEGS
November 15, 2005	Section 41 Bilingual Education portion of 2005-06 Consolidated Application due after fall membership count
November 15, 2005 (proposed date)	Title I School Selection and Allocation of Funds worksheet due in MEGS
November 30, 2005	Verify business office has submitted final expenditure report electronically (DS-4044) for regular 2004-05 projects
December 15, 2005 (proposed date)	Complete and submit Comparability Study in MEGS
December 9, 2005	Comprehensive School Reform Design Fair at Kellogg Center, MSU
December 15, 2005	Final date to submit 2005-06 Consolidated Application. Funds not applied for will be recaptured and reallocated.
January 2006	Annual Conference of the National Association for Bilingual Education (NABE)

January 15, 2006	All federal (Title I, II, III, V) 2004-05 carryover funds must be applied for in 2005-06 Consolidated Application in MEGS
March 2006	Summer Migrant allocations available; application in MEGS
February 15, 2006	Final date to apply for all federal (Title I, II, III, V) 2004-05 carryover funds in the 2005-06 Consolidated Application. Carryover funds <u>not</u> applied for will be recaptured by MDE.
February 16, 2006	Annual Statewide Comprehensive School Reform Conference
March 2006	Begin planning next year's programs, including consultation with private schools for federal programs
March 31, 2006	Free Eligible Lunch Count (adjusted from October count) due in MEGS
April 15, 2006	Earliest possible beginning date for Summer Migrant Programs
April 15, 2006	Title I Schoolwide Planning grant request form for 2006-07 due
May 2006	Deadline for McKinney-Vento Grant Application for 2006-07 funding
May 2006	Michigan Association for Bilingual Education (MABE) Annual Conference
May 2006	Prepare information for Program Evaluation
May 15, 2006	Deadline for completing Annual English Language Proficiency assessment
May 30, 2006	All LEAs required to report: Count of Eligible Limited English Proficient Students
June 15, 2006	Annual Report of English Language Proficiency for LEP Students due
June 30, 2006	All federal (Title I, II, III, V) 2004-05 carryover funds must be spent
July 15, 2006	2005-06 Section 31a At-Risk Program Reports due in MEGS
October 2006	Migrant Identification and Recruitment National Meeting

# Office of School Improvement Generally Allowable Use of Funds

4/20/04

	Title I, Part A	Tile I, Part C Migrant	Title I, Part D, subpart 2	Title II, Part A	Title II, Part D	Title III LEP	Title V, Part A	Title VI, Part B	Section 31a	Section 41 Bilingual
<b>Supplement Not Supplant*</b>	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
<b>Parent Involvement</b>	Yes (not less than 1% if allocation exceeds \$500,000)	Yes	Yes	Yes (planning)	Yes	Yes	Yes	Yes	No	Yes
<b>Program Development</b>	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes
<b>Basic Student Assessment</b>	No	No	No	No	Yes	Yes	No	Yes (Title III)	No	No
<b>Supplemental Needs Assessment</b>	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
<b>Pupil Support Services</b>	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	No
<b>Salaries and Benefits</b>	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes
<b>Substitutes</b>	Yes	Yes	Yes	Yes	Yes (professional development)	Yes	Yes	Yes	Yes	Yes
<b>Professional Development</b>	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes
<b>Health &amp; Social Needs</b>	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	No
<b>Program Materials &amp; Supplies</b>	Yes	Yes	Yes	Yes (training materials)	Yes	Yes	Yes	Yes	Yes	Yes
<b>Capital Outlay**</b>	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	No
<b>Carryover</b>	Yes (15% limit)***	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
<b>Transportation</b>	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	No
<b>Administrative Cost</b>	Yes	Yes	Yes	Yes	Yes	Yes (2% limit)	Yes	Yes	No	Yes
<b>Extended Day/Year Services</b>	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
<b>Indirect Cost</b>	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No
<b>Transferability to Another Program</b>	No	No	No	Yes	Yes	No	Yes	No	No	No
<b>Services to Private School Students/Staff</b>	Yes	Yes	No	Yes	Yes	Yes (if private students are funded)	Yes	Yes	No	No

\* All allowable uses of funds are subject to the supplement, not supplant, requirement which prohibits the use of program funds for general education or other services required by law.

\*\* Capital outlay is defined as an item costing \$5,000 or more per unit.

\*\*\* Limit does not apply to districts with allocations of less than \$50,000.

## Office of School Improvement Field Services Unit

08/05

### Attachment to Quick Guide to Allowable Use of Funds

#### Prior Approval Requirements for Use of Federal Grant Funds

The federal formula grant programs administered by the Field Services Unit (FSU) are subject to the prior approval requirements established by the Education Department General Administrative Regulations (EDGAR). These requirements are as follows:

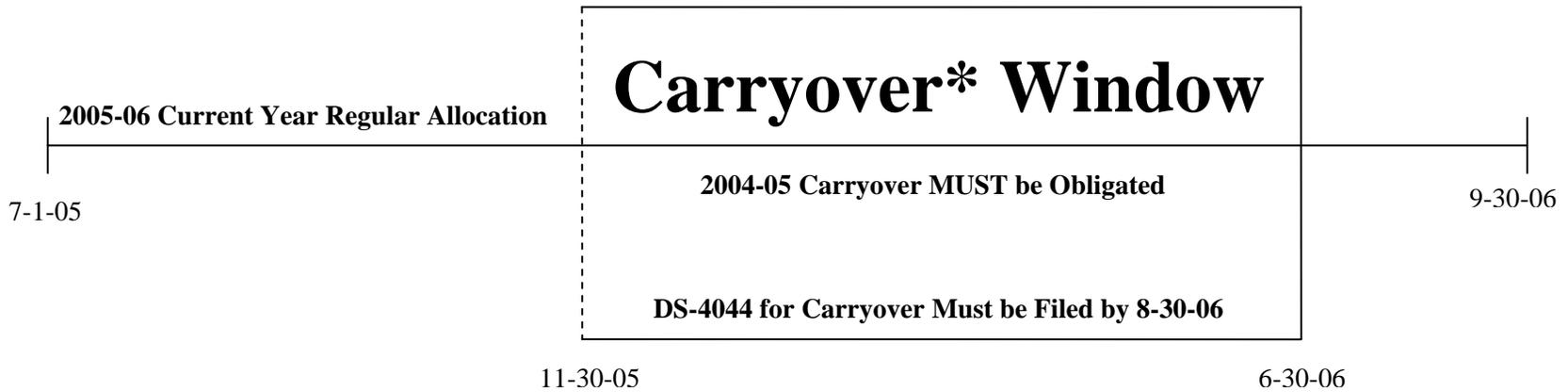
- Applications for the use of grant funds must be received by FSU in substantially approvable form on or before the date the school district begins obligating the funds for grant activities.
- Carryover funds must be approved as part of the application for the following year, or as an amendment to that application, before they are obligated by the district. Districts that need to reduce the prior year's approved amount to the amount actually spent, so that they can apply for carryover, may either submit a deobligation request or wait until their DS-4044 Final Expenditure Report is submitted. A deobligation request is a prior year budget page with only the district information, total amount requested, amount of change and signatures completed.
- Amendments to approved budgets must be submitted for prior approval by FSU under any of the following circumstances:
  - The district is not currently approved for its full allocation and wishes to increase its approved amount.
  - The district wishes to add staff or increase staff FTEs in its approved budget.
  - The district wishes to add a new function to its approved budget.
  - The sum of the expenditures that are over the approved amounts for individual functions will exceed 10% of the total approved amount for the entire budget.

**NOTE:** The federal formula grant programs listed on the Quick Guide to Allowable Use of Funds are the following: Title I, Part A; Title I, Part C Migrant; Title I, Part D; Title II, Teacher Quality; Title III, English Language Acquisition, Title V, Innovative Programs; Comprehensive School Reform, and Emergency Immigrant.

# Grant Cycle



**Filing the DS-4044 Determines the Carryover\* Amount (2004-05 Allocation minus Fund Expenditures) from 2004-05. Deadline for Filing is 11-30-05.**



\* Limited to 15% for Title I; waiver may be granted once every 3 years.

## TIMELINE FOR CONSOLIDATED APPLICATIONS AND CARRYOVER FUNDS

### Consolidated Applications

Applications submitted on or before July 1<sup>st</sup> have July 1<sup>st</sup> as the obligation date.  
Applications submitted after July 1<sup>st</sup> have the date of submission as the obligation date.

- Notes: 1) If allocations are not available by June 1<sup>st</sup>, a July 1<sup>st</sup> obligation date will be given to applications that are submitted within 30 days of the date that allocations become available.
- 2) MDE will no longer give routine approvals to requests for obligation dates that are earlier than the date the application was submitted. Approvals will be given only if there were circumstances that prevented the district from submitting the application on or before the obligation date needed.

Applications NOT SUBMITTED BY NOVEMBER 1<sup>st</sup>:

Districts will receive an email notification requesting submission of the application on or before December 1<sup>st</sup>.

Applications NOT SUBMITTED BY DECEMBER 1<sup>st</sup>:

Districts will receive an email notification that the funds will be recaptured and reallocated if the application is not submitted by December 15<sup>th</sup>.

Starting October 1<sup>st</sup> of each year, applications WITH A STATUS OF MODIFICATIONS REQUIRED FOR MORE THAN 30 DAYS:

Districts will receive an email notification reminding them that their application must be modified before it can be approved.

Starting October 1<sup>st</sup> of each year, applications WITH A STATUS OF MODIFICATIONS IN PROGRESS FOR MORE THAN 30 DAYS:

Districts will receive an email notification that the obligation date will be changed to the date that the application is submitted in approvable form if the modifications are not submitted within 30 days.

Starting October 1<sup>st</sup> of each year, applications WITH A STATUS OF MODIFICATIONS IN PROGRESS FOR MORE THAN 30 DAYS AFTER THE ABOVE NOTIFICATION IS SENT:

Districts will receive an email notification that the initial obligation date has been cancelled and that the new obligation date will be the date that the application is submitted in approvable form.

### Carryover Funds

Final expenditure report for regular project is due November 30<sup>th</sup>.

Districts must apply for carryover by January 15<sup>th</sup>. On January 15<sup>th</sup>, if carryover application has not been submitted, districts will receive an email notification giving them an alert to apply for the funds. A second email alert will be sent on January 30<sup>th</sup>. Districts must apply for carryover funds by February 15<sup>th</sup> or the funds will be recaptured and reallocated.

# OFFICE OF SCHOOL IMPROVEMENT

## DISTRICT CONSOLIDATED PLAN NARRATIVE CHECKLIST

### Required Elements of District Consolidated Plan

**1. Mission statement** S.C. (School Code) 380.1277(1)

OFS review criterion:

A mission statement exists.

**2. Goals based on student academic objectives for all students**

**--- Centered on academic learning**

**--- Strategies to accomplish the goals** S.C. 380.1277(1)

OFS review criteria:

Academic goals impact total school population, including subgroups.

Academic goals include specific strategies to accomplish these goals.

**Expanded Element:**

**Goals must reflect achievement by all students of Model Content Standards for Curriculum in English language arts, social studies, mathematics and science**

OFS review criteria:

There is at least one district goal in English language arts

The English language arts goal broadly defines what all students are expected to know and be able to do

There is at least one district goal in social studies

The social studies goal broadly defines what all students are expected to know and be able to do

There is at least one district goal in mathematics

The mathematics goal broadly defines what all students are expected to know and be able to do

There is at least one district goal in science

The science goal broadly defines what all students are expected to know and be able to do

**3. Strategies to accomplish goals:**

**Strategies must address the needs of students failing or at risk of failing to achieve model Content Standards for Curriculum**

There is a process in place to identify needs of students

There is a process to develop strategies to address the specific needs in specific content areas

**4. Curriculum aligned corresponding with goals** S.C. (School Code) 380.1277(1)

OFS review criterion:

There is a process in place to review and revise curriculum; evidence could include timeline for curriculum review or a description of the review process.

**5. Evaluation processes/evaluation of the plan** S.C. 380.1277(1) / S.C. 380.1277(2)(c)

OFS review criteria:

Evidence that measures of student performance exist—NCLB calls these “student academic achievement standards”.

A reference to periodic review of this data.

Changes are identified which are needed to ensure that all students master the academic goals.

Assurances are provided that district plan will be updated.

**6. Staff development** S.C. 380.1277(1)

OFS review criteria:

A staff development component exists. Evidence could take the form of professional development strategies under academic goal(s) or as a separate section of the consolidated plan.

Staff development activities are aligned with the academic goals.

**7. Development and utilization of community resources and volunteers S.C. 380.1277(1)**

OFS review criteria:

- There is a description of ways the district has or will develop community resources and recruit/train volunteers.
- There are examples of the use of community resources and volunteers

**8. Role of adult and community education, libraries, and community colleges in the learning community S.C. 380.1277(1)**

OFS review criterion:

- There is some reference to the role of adult and community education, libraries and community colleges in support of district activities.

**9. Building level decision-making S.C. 380.1277(1)**

OFS review criterion:

- Building level decision-making process is described or implied (i.e., within the text describing the development of the goals and strategies and/or professional development activities)

**10. Development of alternative measures of assessment to provide authentic assessment of pupils' achievements, skills and competencies S.C. 380.1277(1)**

OFS review criteria:

- The text provided demonstrates an understanding of authentic assessment.
- The text provided expresses an expectation that authentic assessment will be used K-12.

**Expanded Elements:**

**Assessment measures for Title I, Parts A, C and D must identify students who are failing or at risk of failing to achieve Model Content Standards for Curriculum**

OFS review criteria:

- Description of assessment procedure to be used by Title I buildings to identify students to receive Title I services
- If district receives Title I, Part C funds, assessment measures to identify migrant students at risk of failing must be in place
- If district receives Title I, Part D funds, assessment measures to identify neglected & delinquent student at risk of failing must be in place

**11. Methods for effective use of technology, as a way of improving learning and delivery of services, and for integration of evolving technology in the curriculum S.C. 380.1277(2)(f)**

OFS review criterion:

- District has a current Technology Plan on file with Michigan Department of Education.

**12. Ways to make available in as many fields as practicable, opportunities for structured on-the-job learning, such as apprenticeships and internships, combined with classroom instruction S.C. 380.1277(2)(f)**

OFS review criteria:

- Examples of on-the-job learning opportunities are detailed.
- Description of how the on-the-job learning opportunities are combined with classroom instruction.

**13. Required stakeholders (listed in Section 1277 of the School Code\*) invited and allowed to voluntarily participate in the development, review and evaluation of the district school improvement plans S.C. 380.1277(1)**

OFS review criteria:

- District school improvement team includes at least one person from each of the required stakeholders groups, i.e., school board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, and other residents of the school district
- If not every stakeholder group has representation, then a description of the effort of the district to invite participation is included

# OFFICE OF SCHOOL IMPROVEMENT

## ISD CONSOLIDATED PLAN NARRATIVE CHECKLIST

### Required Elements of ISD Consolidated Plan

1. **Achievement goals for special populations.**  
**If applicable, the plan must include goals for Title I, Parts A, C, or D and must reflect achievement by all students of Model Content Standards for Curriculum in English language arts, social studies, mathematics and science.**  
OFS review criteria:
  - At least one ISD goal in English language arts.
  - The English language arts goal broadly defines what all students are expected to know and be able to do.
  - At least one ISD goal in social studies.
  - The social studies goal broadly defines what all students are expected to know and be able to do.
  - At least one ISD goal in mathematics.
  - The mathematics goal broadly defines what all students are expected to know and be able to do.
  - At least one ISD goal in science.
  - The science goal broadly defines what all students are expected to know and be able to do.
  
2. **Strategies to accomplish the goals for special populations.**  
OFS review criterion:
  - Academic goals include specific strategies to accomplish these goals.
  
3. **Assessment measures for special populations.**  
**Plans that include Title I, Parts A, C, or D must utilize assessment measures that identify students who are failing or at risk of failing to achieve Model Content Standards for Curriculum.**  
OFS review criteria:
  - Description of assessment procedure to be used to identify students to receive Title I services.
  - If the ISD receives Title I, Part C funds, assessment measures to identify migrant students at risk of failing must be in place.
  
4. **Methods to assist districts in improving pupils' academic learning.**  
OFS review criterion:
  - The ISD has methods in place to assist in improving student learning, such as data collection/data analysis, curriculum development, conferences, consultant services, and/or professional development opportunities.
  
5. **Assurance that all pupils have reasonable access to all programs offered by the Intermediate School District, including, but not limited to transportation if necessary. S.C. 380.1277 (3) (b)**  
OFS review criteria:
  - Plan addresses all student populations served by ISD programs.
  - Plan describes the physical as well as academic access to all programs.
  
6. **A plan for professional development that supports academic learning. S.C. 380.1277(3) (c)**  
OFS review criteria:
  - A staff development component exists. Evidence could take the form of strategies under academic goal(s) or as a separate section of the consolidated plan.
  - Staff development activities are aligned with the achievement goals as identified in first element.

- 7. Methods to assist school districts in integrating applied academics and career and employability skills into all curricular areas.** S.C. 380.1277 (3) (d)  
OFS review criterion:  
 A description of methods used to assist districts in meeting this requirement.
- 8. Opportunities for structured, on-the-job training:**  
OFS review criteria:  
 Business relationships are present.  
 Internships/or apprenticeships are available to students.  
 On-the-job training is supported by continuing classroom instruction.
- 9. Collaborative efforts with supporting agencies that enhance academic learning.**  
OFS review criterion:  
 Active participation in collaborative councils to enhance academic learning, e.g., Collaborations with institutions of higher education, specialized learning programs, health and human service agencies, and Migrant Services Council.
- 10. Long-range cost containment measures, including additional services that might be provided at reduced costs by the ISD or through cooperative programs, and cost reduction programs such as interdistrict cooperation in special education and other programs and services.**  
OFS review criteria:  
 Long range, cost containment measures exist.  
 Evidence of interdistrict, inter-ISD cooperative programs, e.g., data processing, staff development, technology support, media resources, cooperative programming in lower incidents of handicap categories.
- 11. To the extent that it would improve school effectiveness, specific recommendations on consolidation or enhanced interdistrict cooperation or both along with possible sources of revenue.**  
OFS review criterion:  
 When applicable, specific recommendations are included in the Intermediate School District consolidated plan along with needed possible sources of revenue.
- 12. Evaluation of the plan.**  
OFS review criteria:  
 Evidence exists of an evaluation process for the goals contained within the Intermediate School District consolidated plan.  
 Assurances are provided that the Intermediate School District consolidated plan will be updated.
- 13. Required stakeholders (listed in Section 1277 of the Revised School Code) invited and allowed to voluntarily participate in the development, review and evaluation of the Intermediate School District school improvement plan.**  
OFS review criteria:  
 Intermediate School District school improvement team includes at least one person from each of the required stakeholders group, e.g., constituent and Intermediate School board members, school board administrators, teachers and other school employees, pupils, parents of pupils and residents of the intermediate school district.  
 If not every stakeholder group has representation, then a description of the effort of the intermediate school district to invite participation is included.

# LOCAL CONSOLIDATED PLAN REVISION

**Instructions:** Use this template if you selected “**YES – Changes to Existing Plan**” on the Local School District Consolidated Plan page of the Consolidated Application.

Check the box for each section that has changed and briefly describe the changes.

Save the completed template and attach it to your Consolidated Application, using the Local School District Consolidated Plan upload page.

Contact your Field Services Consultant if you have any questions.

1) Mission Statement:

2) Goals based on student academic objectives for all students:

Expanded Element – Goals must reflect achievement by all students of Model Content Standards for Curriculum in English language arts, social studies, mathematics and science:

3) Strategies to accomplish goals:

4) Curriculum aligned corresponding with goals:

5) Evaluation processes/evaluation of the plan:

6) Staff Development:

7) Development and utilization of community resources and volunteers:

8) Role of adult and community education, libraries, and community colleges in the learning community:

9) Building level decision-making:

10) Development of alternative measures of assessment to provide authentic assessment of pupils' achievements, skills and competencies:

11) Methods for effective use of technology, as a way of improving learning and delivery of services, and for integration of evolving technology in the curriculum:

12) Ways to make available in as many fields as practicable, opportunities for structured on-the-job learning, such as apprenticeships and internships, combined with classroom instruction:

13) Required stakeholders (listed in Section 1277 of the School Code\*) invited and allowed to voluntarily participate in the development, review and evaluation of the district school improvement plans:

## Part E — Uniform Provisions

### ***SUBPART 1 — PRIVATE SCHOOLS***

#### **SEC. 9501. PARTICIPATION BY PRIVATE SCHOOL CHILDREN AND TEACHERS.**

(a) PRIVATE SCHOOL PARTICIPATION-

(1) IN GENERAL- Except as otherwise provided in this Act, to the extent consistent with the number of eligible children in areas served by a State educational agency, local educational agency, educational service agency, consortium of those agencies, or another entity receiving financial assistance under a program specified in subsection (b), who are enrolled in private elementary schools and secondary schools in areas served by such agency, consortium, or entity, the agency, consortium, or entity shall, after timely and meaningful consultation with appropriate private school officials provide to those children and their teachers or other educational personnel, on an equitable basis, special educational services or other benefits that address their needs under the program.

(2) SECULAR, NEUTRAL, AND NONIDEOLOGICAL SERVICES OR BENEFITS- Educational services or other benefits, including materials and equipment, provided under this section, shall be secular, neutral, and nonideological.

(3) SPECIAL RULE- Educational services and other benefits provided under this section for private school children, teachers, and other educational personnel shall be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel participating in the program and shall be provided in a timely manner.

(4) EXPENDITURES- Expenditures for educational services and other benefits provided under this section for eligible private school children, their teachers, and other educational personnel serving those children shall be equal, taking into account the number and educational needs of the children to be served, to the expenditures for participating public school children.

(5) PROVISION OF SERVICES- An agency, consortium, or entity described in subsection (a)(1) of this section may provide those services directly or through contracts with public and private agencies, organizations, and institutions.

(b) APPLICABILITY-

(1) IN GENERAL- This section applies to programs under —

(A) subparts 1 and 3 of part B of title I;

(B) part C of title I;

(C) part A of title II, to the extent provided in paragraph (3);

- (D) part B of title II;
- (E) part D of title II;
- (F) part A of title III;
- (G) part A of title IV; and
- (H) part B of title IV.

(2) DEFINITION- For the purpose of this section, the term eligible children' means children eligible for services under a program described in paragraph (1).

(3) APPLICATION- (A) Except as provided in subparagraph (B), this subpart, including subsection (a)(4), applies to funds awarded to a local educational agency under part A of title II only to the extent that the local educational agency uses funds under that part to provide professional development to teachers and others.

(B) Subject to subparagraph (A), the share of the local educational agency's subgrant under part A of title II that is used for professional development and subject to a determination of equitable expenditures under subsection (a)(4) shall not be less than the aggregate share of that agency's awards that were used for professional development for fiscal year 2001 under section 2203(1)(B) (as such section was in effect on the day preceding the date of enactment of the No Child Left Behind Act of 2001) and section 306 of the Department of Education Appropriations Act, 2001.

(c) CONSULTATION-

(1) IN GENERAL- To ensure timely and meaningful consultation, a State educational agency, local educational agency, educational service agency, consortium of those agencies, or entity shall consult with appropriate private school officials during the design and development of the programs under this Act, on issues such as

- (A) how the children's needs will be identified;
- (B) what services will be offered;
- (C) how, where, and by whom the services will be provided;
- (D) how the services will be assessed and how the results of the assessment will be used to improve those services;
- (E) the size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel and the amount of funds available for those services; and
- (F) how and when the agency, consortium, or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers.

(2) DISAGREEMENT- If the agency, consortium, or entity disagrees with the views of the private school officials on the

provision of services through a contract, the agency, consortium, or entity shall provide to the private school officials a written explanation of the reasons why the local educational agency has chosen not to use a contractor.

(3) TIMING- The consultation required by paragraph (1) shall occur before the agency, consortium, or entity makes any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act, and shall continue throughout the implementation and assessment of activities under this section.

(4) DISCUSSION REQUIRED- The consultation required by paragraph (1) shall include a discussion of service delivery mechanisms that the agency, consortium, or entity could use to provide equitable services to eligible private school children, teachers, administrators, and other staff.

(d) PUBLIC CONTROL OF FUNDS-

(1) IN GENERAL- The control of funds used to provide services under this section, and title to materials, equipment, and property purchased with those funds, shall be in a public agency for the uses and purposes provided in this Act, and a public agency shall administer the funds and property.

(2) PROVISION OF SERVICES-

(A) IN GENERAL- The provision of services under this section shall be provided —

(i) by employees of a public agency; or

(ii) through contract by the public agency with an individual, association, agency, organization, or other entity.

(B) INDEPENDENCE; PUBLIC AGENCY- In the provision of those services, the employee, person, association, agency, organization, or other entity shall be independent of the private school and of any religious organization, and the employment or contract shall be under the control and supervision of the public agency.

(C) COMMINGLING OF FUNDS PROHIBITED- Funds used to provide services under this section shall not be commingled with non-Federal funds.

## DOCUMENTATION OF PRIVATE SCHOOL CONSULTATION

P.L. 107-110 – The No Child Left Behind Act of 2001 (NCLB) requires that timely and meaningful consultation shall occur between the local education agency (LEA) and private school officials prior to any decision being made that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act, and that the consultation shall continue throughout the implementation and assessment of activities under this section.

**The following topics must be discussed during that consultation:**

- Method/source of data used to determine the number of children from low income families in participating attendance areas who attend private school
- How the specific needs of eligible children will be identified
- Types of services that will be offered to meet those needs
- How, where and by whom services will be provided
- When and how often services will be provided
- How and when the decision will be made in regard to the delivery of services
- How services will be academically assessed
- How results from the assessment will improve services
- The proportion of funds that will be allocated to provide such services
- If the private school wants services provided through a contractor and the local education agency chooses not to use that contractor, the local education agency has provided the private school a written analysis of the reasons.
- Under Title I, the LEA must discuss the equitable services the LEA will provide to teachers and families of private school participating children

We agree that timely and meaningful consultation occurred before the local education agency made decisions that affected the participation of eligible private school children in the following Title program services for the next school year: Title I, Part A; Title I, Part C; Title II, Part A; Title II, Part D; Title III, Part A; and Title V, Part A.

\_\_\_\_\_  
Public School Official

\_\_\_\_\_  
Date

\_\_\_\_\_  
Private School Official

\_\_\_\_\_  
Date

\_\_\_\_\_  
School District

\_\_\_\_\_  
Private School Name

The LEA and the Private School must keep a copy of this document on file.

NOTE: SUGGESTED LETTER TO BE SENT TO PRIVATE SCHOOLS LOCATED WITHIN PUBLIC SCHOOL DISTRICT'S BOUNDARIES

# Community Public Schools

123 Learning Avenue  
Schoolltime, Michigan 48899

[Date, usually spring of the year]

Administrator  
Private Nonprofit School  
School Address  
School City, State, Zip

Dear [Administrator]:

Community Public Schools invites you to participate in the following federal programs during the 2005-2006 school year: *(list those programs that apply to your district's situation; Title I, Part A services should be offered to all private nonprofit schools with resident children enrolled; services for all other grant sources should be offered only to private nonprofit schools located within district boundaries; note that some private nonprofit schools receive their Title V services through the Intermediate School District).*

Title I, Part A, Improving Basic Programs, to provide supplementary instruction to students who are failing or most at risk of failing to meet your school's core academic curriculum.

Title I, Part C, Migrant Education, to provide supplementary educational and support services to migrant students through both regular school year and summer programs.

Title II, Part A, Teacher and Principal Training and Recruiting, to help support sustained and intensive professional development.

Title II, Part D, Enhancing Education Through Technology, to support the integration of educational technology into classrooms to improve teaching and learning.

Title III, Limited English Proficient, to provide instruction and professional development that help limited English proficient students in the speedy acquisition of English language proficiency to achieve in the core academic subjects. It also provides immigrant students with high quality instruction to meet challenging State standards, and assists the transition of immigrant children and youth into American society.

Title V, Innovative Programs, to support local educational reform efforts consistent with statewide reform or provide a source for continuing innovation and educational improvement, including support for library services and instructional media materials.

The level of services available to your school under Title I and Title III programs is based upon your documentation of student eligibility. The level of services available to your school under Title II and Title V programs is based on your school's total enrollment.

We encourage you to participate in the planning for these federal programs for the benefit of your students and staff. Please complete the attached form indicating your school's interest in participating in these federal programs in 2005-06. Upon receipt of this form, I will contact you to set up a planning meeting and discuss the purposes of each program and the policies that guide program implementation.

Sincerely,

Director of Federal Programs

Name of Private Nonprofit School: \_\_\_\_\_

Name of School Contact Person: \_\_\_\_\_

Title: \_\_\_\_\_

Phone Number: \_\_\_\_\_

\_\_\_\_ Yes, our school plans to participate in the federally-funded program services during  
2005-2006

\_\_\_\_ No, our school does not wish to participate at this time

Signature: \_\_\_\_\_

Please return this completed form no later than \_\_\_\_\_ to:

Director of Federal Programs  
Community Public Schools  
123 Learning Avenue  
Schooltime, Michigan 48899

NOTE: SUGGESTED LETTER TO BE SENT TO PRIVATE SCHOOLS LOCATED OUTSIDE PUBLIC SCHOOL DISTRICT'S BOUNDARIES

# Community Public Schools

123 Learning Avenue  
Schooltime, Michigan 48899

[Date, usually spring of the year]

Administrator  
Private Nonprofit School  
School Address  
School City, State, Zip

Dear [Administrator]:

Although your school is outside of our district boundaries, resident children from our school district enrolled at your school may be eligible for academic services through the Title I, Part A program. Therefore, Community Public Schools invites you to participate in the following federal program during the 2005-2006 school year.

Title I, Part A, Improving Basic Programs, provides supplementary instruction to students who are failing or most at risk of failing to meet your school's core academic curriculum. The level of services available to your school under the Title I, Part A program is based upon your documentation of student eligibility.

We encourage you to participate in the planning of the Title I, Part A program for the benefit of your students and staff. Please complete the attached form indicating your school's interest in participating in this federal program in 2005-06. Upon receipt of this form, I will contact you to set up a planning meeting and discuss the purpose of this program and the policies that guide program implementation.

Sincerely,

Director of Federal Programs

SAMPLE

Name of Private Nonprofit School: \_\_\_\_\_

Name of School Contact Person: \_\_\_\_\_

Title: \_\_\_\_\_

Phone Number: \_\_\_\_\_

\_\_\_\_ Yes, our school plans to participate in the Title I, Part A program during 2005-2006

\_\_\_\_ No, our school does not wish to participate at this time

Signature: \_\_\_\_\_

Please return this completed form no later than \_\_\_\_\_ to:

Director of Federal Programs  
Community Public Schools  
123 Learning Avenue  
Schooltime, Michigan 48899

**Allowable District Uses of Funds for Services to Private Schools**

	<b>Title I Part A</b>	<b>Title I Part C</b>	<b>Title II Part A</b>	<b>Title II Part D</b>	<b>Title III Part A</b>	<b>Title V Part A</b>
<b>Salaries for private school staff</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>
<b>Salaries of district staff who service private school</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes, if providing professional development</b>	<b>Yes, if providing professional development</b>	<b>Yes</b>	<b>Yes</b>
<b>Substitutes for ANY reason</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>
<b>Stipends for private school staff</b> *Professional Development in core, academic areas—secular content only *Reasonable & Necessary *Outside of school day *Paid directly to teacher by district	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
<b>Purchase of Computers</b>	<b>Yes, if exclusively for use by Title I students</b>	<b>Yes, if exclusively for use by Migrant students</b>	<b>No</b>	<b>Yes</b>	<b>Yes, if exclusively for use by LEP students</b>	<b>Yes</b>
<b>Supplies</b>	<b>Yes, for Title I students</b>	<b>Yes, for Migrant students</b>	<b>Yes, for Professional Development</b>	<b>Yes, for Tech Support and Professional Development</b>	<b>Yes, for LEP students</b>	<b>Yes</b>
<b>Class Size Reduction</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>
<b>Professional Development</b>	<b>Yes, for assisting Title I students</b>	<b>Yes, for assisting Migrant students</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes, for assisting LEP students</b>	<b>Yes</b>



# Title I Tools Section

Office of School Improvement  
Field Services Unit



## No Child Left Behind Act of 2001, PL 107-110

### Title I – Improving The Academic Achievement of the Disadvantaged

#### Part A – Improving Basic Programs Operated by Local Educational Agencies

##### *Subpart 1 – Basic Program Requirements*

#### **SEC. 1114. SCHOOLWIDE PROGRAMS.**

##### (b) COMPONENTS OF A SCHOOLWIDE PROGRAM-

(1) IN GENERAL- A schoolwide program shall include the following components:

(A) A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).

(B) Schoolwide reform strategies that —

(i) provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement described in section 1111(b)(1)(D);

(ii) use effective methods and instructional strategies that are based on scientifically based research that —

(I) strengthen the core academic program in the school;

(II) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum; and

(III) include strategies for meeting the educational needs of historically underserved populations;

(iii)(I) include strategies to 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 the target population of any program that is included in the schoolwide program, which may include —

(aa) counseling, pupil services, and mentoring services;

- (bb) college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
  - (cc) the integration of vocational and technical education programs; and
  - (II) address how the school will determine if such needs have been met; and
  - (iv) are consistent with, and are designed to implement, the State and local improvement plans, if any.
- (C) Instruction by highly qualified teachers.
  - (D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
  - (E) Strategies to attract high-quality highly qualified teachers to high-need schools.
  - (F) Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
  - (G) Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
  - (H) Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
  - (I) Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
  - (J) Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

## No Child Left Behind Act of 2001, PL 107-110

### Title I – Improving The Academic Achievement of the Disadvantaged

#### Part A – Improving Basic Programs Operated by Local Educational Agencies

##### *Subpart 1 – Basic Program Requirements*

#### **SEC. 1115. TARGETED ASSISTANCE SCHOOLS.**

##### (c) COMPONENTS OF A TARGETED ASSISTANCE SCHOOL PROGRAM-

(1) IN GENERAL- To assist targeted assistance schools and local educational agencies to meet their responsibility to provide for all their students served under this part the opportunity to meet the State's challenging student academic achievement standards in subjects as determined by the State, each targeted assistance program under this section shall —

(A) use such program's resources under this part to help participating children meet such State's challenging student academic achievement standards expected for all children;

(B) ensure that planning for students served under this part is incorporated into existing school planning;

(C) use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that —

(i) give primary consideration to providing extended learning time, such as an extended school year, before- and after-school, and summer programs and opportunities;

(ii) help provide an accelerated, high-quality curriculum, including applied learning; and

(iii) minimize removing children from the regular classroom during regular school hours for instruction provided under this part;

(D) coordinate with and support the regular education program, which may include services to assist preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First or State-run preschool programs to elementary school programs;

(E) provide instruction by highly qualified teachers;

(F) in accordance with subsection (e)(3) and section 1119, provide opportunities for professional development with resources provided under this part, and, to the extent practicable, from other sources, for teachers, principals, and paraprofessionals, including, if appropriate, pupil services

personnel, parents, and other staff, who work with participating children in programs under this section or in the regular education program;

(G) provide strategies to increase parental involvement in accordance with section 1118, such as family literacy services; and

(H) coordinate and integrate Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

(2) REQUIREMENTS- Each school conducting a program under this section shall assist participating children selected in accordance with subsection (b) to meet the State's proficient and advanced levels of achievement by--

(A) the coordinating of resources provided under this part with other resources; and

(B) reviewing, on an ongoing basis, the progress of participating children and revising the targeted assistance program, if necessary, to provide additional assistance to enable such children to meet the State's challenging student academic achievement standards, such as an extended school year, before- and after-school, and summer programs and opportunities, training for teachers regarding how to identify students who need additional assistance, and training for teachers regarding how to implement student academic achievement standards in the classroom.

(d) INTEGRATION OF PROFESSIONAL DEVELOPMENT- To promote the integration of staff supported with funds under this part into the regular school program and overall school planning and improvement efforts, public school personnel who are paid with funds received under this part may —

(1) participate in general professional development and school planning activities; and

(2) assume limited duties that are assigned to similar personnel who are not so paid, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.

(e) SPECIAL RULES-

(1) SIMULTANEOUS SERVICE- Nothing in this section shall be construed to prohibit a school from serving students under this section simultaneously with students with similar educational needs, in the same educational settings where appropriate.

(2) COMPREHENSIVE SERVICES- If--

(A) health, nutrition, and other social services are not otherwise available to eligible children in a targeted assistance school and such school, if appropriate, has engaged in a comprehensive needs assessment and established a collaborative partnership with local service providers; and

(B) funds are not reasonably available from other public or private sources to provide such services, then a portion of the funds provided under this part may be used as a last resort to provide such services, including--

(i) the provision of basic medical equipment, such as eyeglasses and hearing aids;

(ii) compensation of a coordinator; and

(iii) professional development necessary to assist teachers, pupil services personnel, other staff, and parents in identifying and meeting the comprehensive needs of eligible children.

(3) PROFESSIONAL DEVELOPMENT- Each school receiving funds under this part for any fiscal year shall devote sufficient resources to carry out effectively the professional development activities described in subparagraph (F) of subsection (c)(1) in accordance with section 1119 for such fiscal year, and a school may enter into a consortium with another school to carry out such activities.

## Suggested/Required Component Areas and Topics (Not Inclusive)

<p><b>Student Achievement</b></p> <ul style="list-style-type: none"> <li>• Norm Referenced Standardized test Results</li> <li>• District/Building/Grade level local assessments</li> <li>• Report card grades</li> <li>• Grading patterns</li> <li>• Portfolio summative data</li> <li>• Performance tests</li> <li>• Reading levels</li> <li>• Longitudinal academic performance data assessment data for Limited English Proficient Students</li> <li>• IEP Achievement data</li> <li>• Preschool developmental progress data</li> <li>• Disaggregated MEAP data*</li> <li>• Other achievement data</li> </ul>	<p><b>Student Demographics (Program data)</b></p> <ul style="list-style-type: none"> <li>• Mobility/Retention rates</li> <li>• Attendance</li> <li>• Graduation rates</li> <li>• Tardy rates</li> <li>• Drop-out rates</li> <li>• Free and reduced lunch*</li> <li>• Discipline indicators</li> <li>• Suspension referrals</li> <li>• Number of students in disaggregated subgroups*</li> <li>• Homeless*</li> <li>• Other demographic data</li> </ul>	<p><b>Staff (Program and Perceptions data)</b></p> <ul style="list-style-type: none"> <li>• Number of teachers</li> <li>• Number of administrators</li> <li>• Teacher qualifications*</li> <li>• Attendance rate</li> <li>• Involvement in professional development*</li> <li>• Turnover rate of employees*</li> <li>• Staff interaction</li> <li>• Staff involvement in community</li> <li>• Other staff data</li> </ul>
<p><b>Curriculum (Program data)</b></p> <ul style="list-style-type: none"> <li>• Alignment of curriculum (including strategies and assessments) at each grade level to district content standards</li> <li>• Timely additional assistance*</li> <li>• Course enrollments</li> <li>• Instructional technology</li> <li>• Instructional materials</li> <li>• Preschool program data (transition plans)*</li> <li>• Enrichment program data</li> <li>• Other curriculum data</li> </ul>	<p><b>Student Support (Program data)</b></p> <ul style="list-style-type: none"> <li>• Availability of health and family support services (nurses, counselors, social workers, psychologists, etc.)</li> <li>• Other student support data</li> </ul>	<p><b>School Climate (Perceptions data)</b></p> <ul style="list-style-type: none"> <li>• Staff survey</li> <li>• Student survey</li> <li>• Parent survey</li> <li>• Community survey</li> <li>• Class size</li> <li>• Decision making processes (i.e., assessment)*</li> <li>• Other school climate data</li> </ul>
<p><b>School Community (Demographics, Perceptions, Program data)</b></p> <ul style="list-style-type: none"> <li>• Population</li> <li>• Race/ethnicity</li> <li>• Socio/economic status</li> <li>• Housing trends</li> <li>• Crime Rates</li> <li>• Community Involvement</li> <li>• Partnerships</li> <li>• Level of Communication/support</li> <li>• Parent involvement*</li> <li>• Other school community data</li> </ul>	<p><b>Funding Sources (Program data)</b></p> <ul style="list-style-type: none"> <li>• State</li> <li>• Local</li> <li>• Federal</li> <li>• Current level of coordination of funding sources*</li> <li>• Other funding source data</li> </ul>	<p><b>NOTE:</b></p> <p>* Items relate to 10 components of a schoolwide program. Section 220.26 (a)(ii) requires that the school must assess the needs of the school relative to each of the components of the schoolwide program.</p>

Worksheet:  
District Title I Schools Set-Aside

1. District Title I Allocation .....	_____ A
2. Highly Qualified Set-Aside ..... <i>5% minimum set-aside unless less is needed</i>	_____ B
3. Homeless Set-aside..... <i>Sufficient funds to provide comparable Title I services to homeless students in non-Title I schools. District may determine the amount.</i>	_____ C

Complete Steps 4a and 4b ONLY if district has a school(s) in Phase(s) 1-6.

<b>4a. Transportation (Transfer Option) and/or Supplemental Educational Services (SES) Set-Aside</b>	
<i>District must set-aside an amount equal to 20% of the district's total allocation for transportation related to the transfer option, supplemental educational services, or a combination of both transportation and SES.</i>	
Transportation set-aside must be greater than or equal to 5%.....	A x _____ % = _____
SES set-aside must be greater than or equal to 5% .....	A x _____ % = _____ D
TOTAL set-aside must equal 20%.....	A x _____ 20% = _____ E
<i>(Leave blank if using funds other than Title I)</i>	
<b>4b. Title I funds beyond the minimum that will be used AT DISTRICT'S OPTION for transportation and/or supplemental services:</b>	
Additional Amount for Transportation: .....	_____ F
Additional Amount for SES: .....	_____ G

5. Total set-asides for highly qualified, homeless, transportation and supplemental educational services: .....	(B+C+E+F+G) = _____ H
---	-----------------------

6. Title I Balance of Allocation:.....	( A - H ) = _____ I
--	---------------------

**NOTES**

**Transfer Option:** Open to all students; priority given to lowest achieving students from low-income families.

**SES:** Only for students from low-income families; priority given to lowest achieving students.

**Title I balance (letter I):** Will be allocated using the "Title I School Selection and Allocation Worksheet," beginning at Step 6. The process to determine the maximum supplemental services amount per student is on page 2, which should be completed by districts with a school(s) in Phase(s) 2-6.

## Worksheet:

## Determining Maximum Supplemental Education Services (SES) Per Student

1. District Title I Allocation .....	_____	A
2. District Title I Census Poverty Count or Equated Census Poverty Count for PSAs: .....	_____	a
<i>Reference MDE website, Title I, Part A Allocations</i>		
3. Per Student Maximum Amount for SES.....	$A \div a$ _____	b
4. Total SES Set-Aside .....	_____	c
<i>From page 1: D + G</i>		
5. Estimated Number of Students Served by Set-Aside Amount.....	$c \div b$ _____	d*

\* Letter to describe availability of supplemental services should be sent to low income families. If the number of students exceeds the estimated number "d", the lowest performing students are given preference over the higher performing students.



Office of School Improvement

**2005-06 Title I Worksheet for School Selection and Allocation of Funds**

<b>District Name</b>	<b>District Code</b>
----------------------	----------------------

Note: This worksheet does not apply to school districts with a total enrollment of less than 1,000 students or with one school per grade span. In such districts, all schools are eligible and funds may be allocated according to need.

Step 1: Compute school grouping and district total percentages of children from low-income families, using the most current and representative documented counts of resident children and children from low-income families.

District Resident and Low-Income Children	Elementary School	Junior High or Middle School	Senior High School	District Total
1. Public School Resident Children				
2. Private School Resident Children				
3. Total Number of Resident Children				
4. Resident Children from Low-Income Families (Public and Private)				
5. Percentage of Children from Low-Income Families (line 4 divided by line 3)				

Step 2: Choose district-wide average or school grouping average method of school selection.

- District-wide average – schools with poverty percentages at or above the district-wide average are eligible and must be served in rank order regardless of grade span.
- School grouping average – schools in each grade span grouping that have poverty percentages at or above the grade span grouping average are eligible; however, the district may choose which grouping(s) to serve, except for schools with more than 75% poverty, which must be served first regardless of grade span.

Step 3: If district-wide or school grouping average exceeds 35%, determine if 35% rule will be used to select additional schools.

- 35% rule – schools with poverty percentages of at least 35% are eligible, even if they are below the district-wide or school grouping average.

Step 4: List eligible schools in rank order by percentage of children from low-income families. First rank schools with poverty percentages of more than 75%, without regard to grade span. Then rank schools with poverty percentages of 75% or less based on the selection method chosen in Step 2.

Step 5: Determine amount per low-income child to be allocated to each school attendance area. If any school served by Title I has a poverty percentage of less than 35%, the minimum amount is determined as follows:

$$\frac{\text{District Title I Allocation}}{\text{District low-income count}} \times 1.25 = \text{Minimum amount per low-income child}$$

If all schools served have a poverty percentage of 35% or more, the district may determine the appropriate amount(s) to allocate per low-income child.

The district may allocate different amounts per low-income child to different school attendance areas. However, a higher amount per low-income child may not be allocated to a lower-poverty school. The district may also reduce a school’s Title I allocation by the amount of Section 31a or other funds used for programs that meet Title I requirements.

Title I Worksheet for School Selection and Allocation of Funds, page 2

Step 6: Subtract district level costs from the district allocation. District level costs include the set-asides for transportation for the transfer option, supplemental services and highly qualified staff. They also include any Title I district administrative costs, as well as any set-asides for homeless children, parent involvement, professional development and district-level instructional programs. Private schools must receive equitable services based on both the per-pupil allocations and district set-asides for professional development, homeless, parent involvement and district-level instructional programs.

District Allocation	_____
-Set asides for transportation, supplemental services and highly qualified staff	_____
-Administrative Costs	_____
-Additional Professional Development (optional)	_____
-Homeless	_____
-Parent Involvement (1% required if the district's allocation is more than \$500,000)	_____
-District-level instructional programs	_____
Balance Available for Building Allocations	_____

Step 7: Allocate Title I funds to eligible school attendance areas in rank order. Within an attendance area, the same amount must be allocated for each public and private low-income child.  
 NOTE: The district set aside for transportation for the transfer option and supplemental services may not reduce the allocation to a school identified for improvement, corrective action or restructuring by more than 15%. This 15% amount is based on the amount the school would have received if there were no set asides for transportation or supplemental services.

Step 4									Step 5	Step 7	
(1) ELIGIBLE PUBLIC SCHOOL ATTENDANCE AREAS	(2) GRADE SPAN OF SCHOOL	ATTENDANCE AREA RESIDENTS							(10) AMOUNT PER LOW- INCOME CHILD	TITLE I ALLOCATION TO SCHOOL ATTENDANCE AREA	
		RESIDENT CHILDREN			FROM LOW INCOME FAMILIES		PERCENT LOW INCOME				
		(3) Public	(4) Private	(5) Total	(6) Public	(7) Private	(8) Total	(9) COL 8 ÷ COL 5	MINIMUM AMOUNT \$	(11) PUBLIC	(12) PRIVATE

Title I allocations based on low-income private school students may be totaled and used separately for each private school or combined into a private school pool and allocated based on need. Private school students to be served by Title I are those who reside in Title I attendance areas and qualify based on educational need.



## Computing Comparability

### *Worksheets for Satisfying the Comparability Requirements of Title I*

Office of School Improvement  
Field Services Unit



## **Comparability**

### **General Information**

1. Districts must implement procedures to comply with the comparability requirements annually. Districts must also maintain records that are audited biennially documenting their compliance with the comparability requirements.
2. Comparability compares the distribution of state and local resources among the schools that include those grade spans providing Title I services.
3. Comparability is an indication that the district is using Title I funds to supplement and not supplant.
4. The comparability requirement means that the local school district provides services in the Title I schools that are at least comparable to services the district provides in the non-Title I schools. Eligible schools that are skipped in the Title I allocation process because they receive their allocations from other sources (e.g., Section 31a) are considered to be Title I schools for comparability purposes.
5. If all of the schools in a grade span are Title I schools, the comparability requirement means that the local school district provides services in the higher poverty Title I schools that are at least comparable to services the district provides in the lower poverty Title I schools.
6. “At least comparable” is defined as being within a 10% variance.
7. Comparisons are made between comparable grade spans that contain at least one Title I school.
8. A district is comparable if it implements a district-wide salary schedule and has procedures that ensure equivalence among schools in the allocation of staff, curriculum materials and instructional supplies.
9. Comparability is determined by either staff/student ratio or instructional staff salary/student ratio.
10. Criterion for comparability is
  - the average staff/student ratio or instructional staff salary/student ratio determined for the non-Title I school(s), or
  - if all schools are Title I schools, the Title I school(s) with the lowest percentage(s) of low income families.
11. If all the schools are Title I schools, then no more than half of the total number of Title I schools may be used to establish the criterion.
12. Districts must maintain comparability by at least one of the computational methods.

13. If comparability cannot be demonstrated, the district must make those adjustments in staff allocations necessary to achieve comparability in the current school year.
14. The consequence of non-compliance with comparability results in a reduction of a portion of Title I funds from the beginning of non-comparability. The portion is the amount that the district would have to contribute to achieve comparability.
15. It is expected that comparability determination will be completed as soon as Fall Membership counts become available.
16. Charts and instructions for computation of comparability are attached.
17. Because the staff/student ratio is simpler to compute, MDE suggests checking comparability by this means first. If comparability is not achieved based on staff/student ratio, then check the instructional staff salary/student ratio.

## Instructions for Comparability Worksheet

**First determine if the district must complete the comparability worksheet.**

- If the district has only one school per grade span, with no overlapping grades between schools, do not complete this worksheet.
- If there are no Title I schools in a particular grade span, do not complete the worksheet for that grade span.
- If there is more than one school in a grade span and at least one Title I school, proceed to **Section 1: Individual School Worksheet.**
- It is expected that a comparability study will be conducted each fall as soon as Fall Membership counts are available.

### I. Directions for **Section 1: Individual School Worksheet**

- Complete **Section 1: Individual School Worksheet** for each school. (Duplicate Section 1 page as needed)
  - A. For each school, enter the following information at the top of the worksheet:
    1. Name of school
    2. Grade span
    3. Date of student and staff count information
    4. Check “yes” or “no” for school’s Title I status
  - B. Decide if you wish to exclude special education, Section 41 bilingual education and/or Section 31a funded staff from the comparability calculations. (If personnel funded from these grant sources are concentrated in non-Title I schools, comparability may be compromised and it would be to the district’s advantage to exclude these programs from the comparability study.) Note that the exclusions chosen must be applied to all schools in the district.
  - C. In column (1), enter the name of **every instructional staff member** serving students in grades K-12, including teachers, administrators, library media specialists, instructional paraprofessionals and pupil support staff (counselors, social workers, nurses, psychologists, etc.). This includes staff funded with the programs you chose to exclude. This also includes staff assigned to the school part time and staff employed by the intermediate school districts and assigned to teach students included in the membership count. This does not include preschool staff.
  - D. In column (2), enter the title (job classification) of each staff member.
  - E. In column (3), enter the amount of time that the staff member is assigned to this school in Full Time Equivalents (F.T.E.s). A full-time position should be entered as 1.0 F.T.E. A part-time position would be entered as a decimal (e.g., a half-time position is entered as .5 F.T.E.).
  - F. Distribute the F.T.E. for each instructional staff member from column (3) into columns (4), (5), and (6):
    1. In column, (4) enter the portion of the F.T.E. paid for with Title I or any other federal funding source.
    2. In column (5), enter the portion of the F.T.E. paid for from any of the programs you chose to exclude in Step I.B. above.
    3. In column (6) enter the remaining portion of the F.T.E. This is the portion of the F.T.E. paid for from general funds and/or the programs that you chose not to exclude in Step I.B. above.

- G. Add the F.T.E.s in column (6) and enter the total at the bottom of column (6). This total will later be transferred to Section 2 or Section 3 of the worksheet.
- H. Do not complete the “Degree Level” column or the “Gross Base Salary” column at this time. Because the *student/instructional staff ratio* is simpler to calculate, we suggest checking comparability by this method first and only calculating the *instructional staff salary per student* if comparability is not achieved using the *student/instructional staff ratio*.
- I. If the grade span includes both Title I and non-Title I schools, proceed to **Section 2: Comparability Computations for Districts with Title I and Non-Title I Schools in a Grade Span**. If the grade span includes ONLY Title I schools, proceed to **Section 3: Comparability Computations for Districts with Title I Schools only in a Grade Span**.

II. Directions for **Section 2: Comparability Computations for Districts with Title I and Non-Title I Schools in a Grade Span**

- A. Part A of Section 2 will contain information on the non-Title I schools in this grade span.
  - 1. In column (1), enter the name of each non-Title I school.
  - 2. In column (2), enter the actual grade span of each school.
  - 3. In column (3), enter the total Full Time Equivalents (F.T.E.s) of the students enrolled in each school. A student who is enrolled full time has a F.T.E. of 1.0. A student who is enrolled part time would have a F.T.E. of less than 1.0 (e.g., a half time student would have a .5 F.T.E.). Preschool students should not be included.
  - 4. In column (4), enter the total instructional staff F.T.E. for each school that was calculated in Section 1, Column (6).
  - 5. Do not compute the Total Gross Base Salaries [column (5)] at this time.
- B. Part B of Section 2 will contain totals and an average for the non-Title I (“Non-Project”) schools in this grade span.
  - 1. Add the student enrollment F.T.E.s [column (3)] and enter the total in Box (3).
  - 2. Add the instructional staff F.T.E.s [column (4)] and enter the total in Box (4).
  - 3. Divide Box (3) total by Box (4) total and enter the result in Box (4A). This is the average *student/instructional staff ratio* for all non-Title I schools.
  - 4. Multiply the average in Box (4A) by 110% and enter the result in Box (4B). This criterion number reflects the 10% allowable variance in the *student/instructional staff ratio*.
  - 5. Do not do the calculations associated with column (5) at this time.
- C. Part C of Section 2 will contain information on each Title I school in this grade span.
  - 1. In column (1), enter the name of each Title I school.
  - 2. In column (2), enter the actual grade span of each school.
  - 3. In column (3), enter the total Full Time Equivalents (F.T.E.s) of the students enrolled in each school. A student who is enrolled full time has a F.T.E. of 1.0. A student who is enrolled part time would have a F.T.E. of less than 1.0 (e.g., a half-time student would have a .5 F.T.E.). Preschool students should not be included.
  - 4. In column (4), enter the total instructional staff F.T.E. for each school that was calculated in Section 1, column (6).

5. For each Title I school, divide column (3) by column (4) and enter the result in column (5). This is the *student/instructional staff ratio* for each Title I school.
  6. Compare each Title I school's *student/instructional staff ratio* [column (5)] to the criterion in Section 2, Part B, Box (4B). If the school's ratio is equal to or less than the Box (4B) criterion, then comparability has been met for that school. Indicate comparability in Section 2, Part C, column (6).
- D. If comparability has been met for every Title I school (as evidenced by check marks in column 6 for every school), then comparability requirements have been met. Check the box in Section 2, Part D entitled "Part C, Column 5 Student/Instructional Staff Ratio."
- E. If comparability has not been met for one or more Title I schools using the *student/instructional staff ratio*, comparability must now be calculated for all schools in the grade span using *instructional staff salary per student*. Proceed to Step IV of these instructions.

### III. Directions for **Section 3: Comparability Computations for Districts with Title I Schools Only in a Grade Span**

- A. Part A of Section 3 will contain information for one or more of the schools in this grade span that have the lowest poverty percentages. Rank order the schools by poverty percentage (lowest to highest). Beginning with the lowest poverty school, the district must decide how many schools to list in Part A, but not more than 50% of the schools can be listed in Part A.
1. In column (1), enter the name of each lower poverty school.
  2. In column (2), enter the actual grade span of each school.
  3. In column (3), enter the total Full Time Equivalents (F.T.E.s) of the students enrolled in each school. A student who is enrolled full time has a F.T.E. of 1.0. A student who is enrolled part time would have a F.T.E. of less than 1.0 (e.g., a half-time student would have a .5 F.T.E.). Preschool students should not be included.
  4. In column (4), enter the total instructional staff F.T.E. that was calculated in Section 1, column (6).
  5. Do not compute the Total Gross Base Salaries [column (5)] at this time.
- B. Part B of Section 3 will contain totals and an average for the lower poverty schools in this grade span.
1. Add the student enrollment F.T.E.s [column (3)] and enter the total in Box (3).
  2. Add the instructional staff F.T.E.s [column (4)] and enter the total in Box (4).
  3. Divide the Box (3) total by the Box (4) total and enter the result in Box (4A). This is the average *student/instructional staff ratio* for the lower poverty schools.
  4. Multiply the average in Box (4A) by 110% and enter the result in Box (4B). This criterion number reflects the 10% allowable variance in the *student/instructional staff ratio*.
  5. Do not do the calculations associated with column (5) at this time.

- C. Part C of Section 3 will contain information on each school in this grade span that was not previously listed in Part A of Section 3. At least 50% of the schools in this grade span must be listed in Part C.
1. In column (1), enter the name of each higher poverty school.
  2. In column (2), enter the actual grade span of each school.
  3. In column (3), enter the total Full Time Equivalents (F.T.E.s) of the students enrolled in each school. A student who is enrolled full time has a F.T.E. of 1.0. A student who is enrolled part time would have a F.T.E. of less than 1.0 (e.g., a half-time student would have a .5 F.T.E.). Preschool students should not be included.
  4. In column (4), enter the total instructional staff F.T.E. for each school that was calculated in Section 1, Column (6).
  5. For each school, divide column (3) by column (4) and enter the result in column (5). This is the *student/instructional staff ratio* for each higher poverty school.
  6. Compare each higher poverty school's *student/instructional staff ratio* (column 5) to the criterion in Section 3, Part B, Box (4B). If the school's ratio is equal to or less than the Box (4B) criterion, then comparability has been met for that school. Indicate comparability in Section 3, Part C, column (6).
- D. If comparability has been met for every higher poverty school (as evidenced by check marks in column 6 for every school), then comparability requirements have been met. Check the box in Section 3, Part D entitled "Part C, Column 5 Student/Staff Ratio".
- E. If comparability has not been met for one or more of the higher poverty schools using the *student/instructional staff ratio* measure, comparability must now be calculated for all schools in the grade span using *instructional staff salary per student*. Proceed to Step IV of these instructions.

#### IV. Directions for Calculating *Instructional Staff Salary Per Student*

##### A. Return to **Section 1: Individual School Worksheet**

1. For each instructional staff member listed in column (1), enter the highest education degree level obtained in the "Degree Level" column.
2. Determine the Gross Base Salary associated with the listed degree level and multiply it by the F.T.E. in column (6). Enter the result in column (7). The Gross Base Salary is linked to the staff member's job classification listed in Column (2). The Gross Base Salary is each staff member's starting salary at their educational level as specified in the district's salary schedule, (e.g., high school degree, associates degree, bachelors degree, bachelors degree + 18 graduate semester hours, M.A. degree, M.A. degree + 30 graduate semester hours, specialist degree, doctoral degree, etc.) The Gross Base Salary excludes benefits and annual increments, (i.e., longevity steps).
3. Calculate the total of the Gross Base Salaries in Column (7) and enter the amount at the bottom of column (7).
4. Proceed to **Section 2: Comparability Computations** or **Section 3: Comparability Computations** depending on which section you previously completed.

**B. Directions for Section 2: Comparability Computations for Districts With Title I and Non-Title I Schools in a Grade Span**

1. In Section 2, Part A, column (5) enter the total Gross Base Salaries that were calculated in Section 1, column (7).
2. Part B of Section 2 will contain a total and an average for the non-Title I (“Non-Project”) schools in this grade span.
  - a) Add the Gross Base Salaries and enter the total in Box (5).
  - b) Divide the Box (5) total by the Box (3) total and enter the result in Box (5A). This is the average instructional staff salary per student for all non-Title I schools.
  - c) Multiply the average in Box (5A) by 90% and enter the result in Box (5B). This criterion number reflects the 10% allowable variance in *instructional staff salary per student*.
3. In Section 2, Part C, column (7) enter the total Gross Base salaries that were calculated in Section 1, column (7).
4. For each school, divide column (7) by column (3) and enter the result in column (8). This is the *instructional staff salary per student* for each Title I school.
5. Compare each Title I school’s *instructional staff salary per student* to the criterion in Section 2, Part B, Box (5B). If the school’s *instructional staff salary per student* is **equal to or greater than** the Box (5B) criterion, then comparability has been met for that school. Indicate comparability in Section 2, Part C, column (9).
6. If comparability has been met for every Title I school (as evidenced by check marks in column 9 for every school), then comparability requirements have been met. Check the box in Section 2, Part D entitled “Part C, Column (8) Instructional Staff Salary per Student.”
7. If comparability has not been met for one or more Title I schools using *instructional staff salary per student*, then the district must make adjustments to the schools’ staffing allocations to ensure comparability in the current school year. The consequence of noncompliance is the loss of a portion of Title I funds from the beginning of non-comparability.

**C. Directions for Section 3: Comparability Computations for Districts With Title I Schools Only in a Grade Span**

1. In Section 3, Part A, column (5) enter the total Gross Base Salaries that were calculated in Section 1, column (7).
2. Part B of Section 3 will contain a total and an average for the lower poverty schools in this grade span.
  - a) Add the Gross Base Salaries and enter the total in Box (5).
  - b) Divide the Box (5) total by the Box (3) total and enter the result in Box (5A). This is the average instructional staff salary per student for the lower poverty schools.
  - c) Multiply the average in Box 5A by 90% and enter the result in Box (5B). This criterion number reflects the 10% allowable variance in the *instructional staff salary per student*.
3. In Section 3, Part C, column (7) enter the total Gross Base salaries that were calculated in Section 1, Column (7).

4. For each school, divide column (7) by column (3) and enter the result in column (8). This is the *instructional staff salary per student* for each higher poverty school.
5. Compare each higher poverty school's *instructional staff salary per student* to the criterion in Section 3, Part B, Box (5B). If the higher poverty school's *instructional staff salary per student* is **equal to or greater than** the Box (5B) criterion then comparability has been met for that school. Indicate comparability in Section 3, Part C, column (9).
6. If comparability has been met for every higher poverty school (as evidenced by check marks in column 9 for every school), then comparability requirements have been met. Check the box in Section 3, Part D, entitled "Part C, Column (8) Instructional Staff Salary per Student."
7. If comparability has not been met for one or more of the higher poverty schools using *instructional staff salary per student*, then the district must make adjustments to the schools' staffing allocations to ensure comparability in the current school year. The consequence of noncompliance is the loss of a portion of Title I funds from the beginning of non-comparability.

**TITLE I COMPARABILITY WORKSHEET**

**SECTION 1: INDIVIDUAL SCHOOL WORKSHEET--  
Comparability of Instructional staff's Annualized Salary and F. T. E. Positions**

NAME OF SCHOOL

1. GRADE SPAN: Grade _____ to Grade _____ 2. DATE OF STUDENT AND STAFF COUNT: _____ <small>MONTH / DAY / YEAR</small> 3. TITLE I SCHOOL? (Check one) <input type="checkbox"/> YES <input type="checkbox"/> NO	The following programs may be <b>excluded</b> from the comparability computations on the following worksheets. Please check what is being excluded.	<b>EXCLUDED</b> --Special Education <input type="checkbox"/> --Bilingual Education <input type="checkbox"/> --Section 31a <input type="checkbox"/>
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● Complete an individual school worksheet for each school at a grade span at which Title I services are provided. *(Duplicate this page as needed.)*

	INSTRUCTIONAL STAFF* MEMBER'S <u>NAME</u>	INSTRUCTIONAL STAFF MEMBER'S <u>TITLE</u>	INSTRUCTIONAL STAFF MEMBER'S <u>F.T.E.</u> **	DISTRIBUTION OF INSTRUCTIONAL STAFF MEMBERS F.T.E. ASSIGNMENT (To the nearest Tenth)			DEGREE LEVEL	GROSS BASE SALARY***  (Multiplied by Column 6)
				ALL FEDERAL PROGRAMS	EXCLUDED PROGRAMS (If Applicable)	BALANCE OF F.T.E FOR COMPARABILITY (Column 3 minus Columns 4 & 5)		
	(1)	(2)	(3)	(4)	(5)	(6)		(7)
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
	<b>TOTALS:</b>							

\* Instructional staff should include teachers, administrators, direct and support instructional personnel.  
 \*\* FULL TIME EQUIVALENCY is the amount of employed time that is normally required of a staff member to perform a full time assignment  
 \*\*\* Exclude annual increments and longevity

**SECTION 2: COMPARABILITY COMPUTATIONS**  
**For Districts With Title I and Non-Title I Schools in a Grade Span**

NAME OF DISTRICT
------------------

A. List non-Title I school to be compared to Title I schools in this grade span.

NAME OF NON-TITLE I SCHOOL	ACTUAL GRADE SPAN	F.T.E STUDENTS ENROLLED	TOTAL F.T.E. INSTRUCTIONAL STAFF (From Section 1, Column 6 TOTAL)		TOTAL GROSS BASE SALARIES (From Section 1, Column 7 TOTAL)	
(1)	(2)	(3)	(4)		(5)	
B. Averages for NON-PROJECT SCHOOLS in this grade span.		(3) TOTAL	(4) TOTAL	(4A) AVERAGE (Col. 3 divided by Col. 4)	(5) TOTAL	(5A) AVERAGE (Col. 5 divided by Col. 3)

● <u>Enter here 110% of Box 4A.</u>	(4B)	<u>Enter here 90% of Box 5A.</u>	(5B)
-------------------------------------	------	----------------------------------	------

C. List Title I schools in this grade span. Each Title I school listed below must compare figures either in column 5 or 8 to corresponding figures in boxes 4B or 5B above to determine whether comparability requirements have been met.

NAME OF TITLE I SCHOOL	ACTUAL GRADE SPAN	F.T.E STUDENTS ENROLLED	TOTAL F.T.E INSTRUCTIONAL STAFF (From Section 1, Col. 6 TOTAL)	STUDENT/STAFF RATIO	CHECK IF COMPARABLE (Comparable if equal to or below figure in Part B, Box 4B)	TOTAL GROSS BASE SALARIES (From Section 1, Column 7, TOTAL)	STAFF SALARY/STUDENT	CHECK IF COMPARABLE (Comparable if equal to or above figure in Part B, Box 5B)
				(Col. 3 divided by Col. 4)			(Col. 7 divided by Col. 3)	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

D. Which measure did the district use consistently to determine that comparability requirements have been met? (Check only one.)

PART C, COLUMN 5 STUDENT/INSTRUCTIONAL STAFF RATIO

PART C, COLUMN 8 INSTRUCTIONAL STAFF SALARY PER STUDENT

**SECTION 3: COMPARABILITY COMPUTATIONS**  
**For Districts With Title I Schools Only in a Grade Span**

NAME OF DISTRICT
------------------

A. List the Title I school(s) with the LOWEST concentration of children from low-income families. Not more than one-half of the Title I schools can be listed in Part A.

NAME OF TITLE I SCHOOL	ACTUAL GRADE SPAN	F.T.E STUDENTS ENROLLED	TOTAL F.T.E. INSTRUCTIONAL STAFF (From Section 1, Column 6 TOTAL)		TOTAL GROSS BASE SALARIES (From Section 1, Column 7 TOTAL)		
(1)	(2)	(3)	(4)	(4A)	(5)	(5A)	
B. Averages for TITLE I SCHOOLS in this grade span group. <i>(Schools listed in Part A above.)</i>			(3) TOTAL	(4) TOTAL	(4A) AVERAGE (Col. 3 divided by Col. 4)	(5) TOTAL	(5A) AVERAGE (Col. 5 divided by Col. 3)

<i>Enter here 110% of Box 4A.</i>	(4B)	<i>Enter here 90% of Box 5A.</i>	(5B)
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C. List the remainder of Title I schools in this grade span not listed in Part A above. Each Title I school listed below must compare figures either in column 5 or 8 to corresponding figures in boxes 4B or 5B above to determine whether comparability requirements have been met.

NAME OF TITLE I SCHOOL	ACTUAL GRADE SPAN	F.T.E STUDENTS ENROLLED	TOTAL F.T.E INSTRUCTIONAL STAFF (From Section 1, Col. 6 TOTAL)	STUDENT/STAFF RATIO	CHECK IF COMPARABLE (Comparable if equal to or below figure in Part B, Box 4B)	TOTAL GROSS BASE SALARIES (From Section 1, Column 7, TOTAL)	STAFF SALARY/STUDENT	CHECK IF COMPARABLE (Comparable if equal to or above figure in Part B, Box 5B)
				(Col. 3 divided by Col. 4)			(Col. 7 divided by Col. 3)	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

D. Which measure did the district use consistently to determine that comparability requirements have been met? *(Check only one.)*

PART C, COLUMN 5 STUDENT/STAFF RATIO     
  PART C, COLUMN 8 INSTRUCTIONAL STAFF SALARY PER STUDENT

## A B C Elementary School

### STUDENT/TEACHER/PARENT COMPACT

#### STUDENT AGREEMENT

It is important that I work to the best of my ability. Therefore, I shall strive to do the following:

- ❖ Come to school ready to learn.
- ❖ Finish my school work and participate in classroom activities.
- ❖ Follow all school rules.
- ❖ Respect others and their belongings.
- ❖ Do my part in keeping my school clean and safe.
- ❖ Set aside a regular time and place each night to complete homework.

Signature \_\_\_\_\_

#### TEACHER AGREEMENT

It is important that students achieve. Therefore, I shall strive to do the following:

- ❖ Provide teaching and leadership.
- ❖ Demonstrate care and concern for each student.
- ❖ Make efficient use of academic learning time.
- ❖ Use special activities in the classroom.
- ❖ Provide an environment that allows for positive communication between myself, parents and students.
- ❖ Encourage students and parents by providing information about student progress.
- ❖ Give students strategies to increase competence.

Signature \_\_\_\_\_

#### PARENT/GUARDIAN AGREEMENT

I want \_\_\_\_\_ to achieve. Therefore, I will encourage him/her by doing the following:

- ❖ See that my child is punctual and attends school regularly.
- ❖ Support the school in its efforts to maintain proper discipline.
- ❖ Encourage my child's efforts to do his/her best.
- ❖ Stay aware of what my child is learning.
- ❖ Encourage positive attitudes.
- ❖ Attend parent-teacher conferences and other school functions.
- ❖ Communicate with teachers and/or school officials.
- ❖ Establish a time for sharing daily school experiences and/or completing homework.
- ❖ Read with my child and let my child see me read.
- ❖ Provide a library card for my child.

Signature \_\_\_\_\_

## PARENT-STUDENT-TEACHER COMPACT

### A Promise of Commitment

We, the D E F staff, parents and community, guide each child in achieving his or her greatest potential by providing a diversity of experiences which integrate excellence in education with the child's individual abilities and unique talents. We share the responsibility, in a safe and secure environment, for student acquisition of academic, creative, emotional, physical and social skills necessary for entering society as contributing members. We strive to enhance each child's experience at D E F by continually assessing and evaluating our attainment of these goals as measured by descriptive outcomes.

### Parent/Guardian Agreement

It is important to have my child reach his full academic potential. Therefore, I will encourage him/her by doing the following items that are checked:

- see that my child attends school regularly and is punctual.
- establish a time and place for homework and check it regularly.
- support the school staff and respect the diverse cultures of the school.
- have ongoing communication with my child's school and teacher.
- limit and monitor my child's TV and movie viewing.
- encourage daily reading at home.

Parent Signature \_\_\_\_\_

### Student Agreement

It is important that I do the best that I can. Therefore, I will do the following:

- come to school each day and be in class on time.
- have my homework completed and turned in on time.
- have the supplies that I need.
- always try to work to the best of my ability.
- show respect for myself, my school and other students.
- follow the rules at my school and home.
- believe that I can learn and I will learn.

Student Signature \_\_\_\_\_

### Teacher Agreement

Students must be given the opportunity to succeed. Therefore, I will do the following:

- provide an environment conducive to learning.
- have high expectation for myself and my students by using methods and techniques that work for my classroom.
- maintain open lines of effective communication with my students and their parents in order to support student learning.
- seek ways to involve parents in classroom activities.
- respect the students, their parents and the diverse culture of the school.

Teacher Signature \_\_\_\_\_

**(Letterhead)**

(Parents Right-to-Know: Notification requirement for LEAs that receive Title I, Part A funds, to notify the **parents of each student attending a Title I school** in the district. The notice and information provided to parents shall be in understandable and uniform format and, to the extent practicable, provided in a language the parent can understand.)

Date (Requirement notification at the beginning of **each** school year)

Dear Parent or Guardian of XYZ School,

(Welcome-opening)

Your child currently attends a school that receives funds from the Title I, Part A program. Title I, Part A is a federal supplemental program designed to help children reach high academic standards. In receiving funds from this program the district has a requirement to inform you, as parents of children attending a Title I school, of information available to you regarding the professional qualifications of your child's classroom teacher(s). Information will be provided to you **upon request and in a timely manner** of the following:

- Whether your child's teacher has met Michigan qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether your child's teacher is teaching under emergency or other provisional status through which Michigan qualification or licensing criteria have been waived.
- The baccalaureate degree major of your child's teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
- Whether your child is provided services by paraprofessionals and, if so, their qualifications.

You may request additional information on the level of achievement of your child in each of Michigan's assessments. Michigan uses the Michigan Educational Assessment Program (MEAP) to determine levels of achievement.

You will also receive timely notice if your child is, for whatever reason, assigned, or has been taught for four or more consecutive weeks, by a teacher who is not highly qualified. A highly qualified teacher would be defined as a teacher that meets Michigan's qualification and licensing criteria for the grade level or subject area in which the teacher is providing instruction.

(Closing)

Sincerely,  
Superintendent

**End of Four Weeks’ Instruction by Teacher NOT Highly Qualified  
Parents’ Right to Know Notification Letter**  
(Requirement notification at the end of four week period of instruction by a teacher not meeting NCLB definition of “highly qualified”)

[Parents Right-to-Know: Notification requirement for LEAs that receive Title I, Part A funds, to notify the **parents of each student attending a Title I school, in a classroom being taught by a teacher (four or more consecutive weeks) not deemed to be “highly qualified”**. The notice and information provided to parents shall be in understandable and uniform format and, to the extent practicable, provided in a language the parent can understand.]

Date (At the end of four consecutive weeks of instruction)

Dear Parent or Guardian of XYZ School,

(Welcome-opening)

Your child currently attends a school that receives funds from the Title I, Part A program. Title I, Part A is a federal supplemental program designed to help children reach high academic standards. In receiving funds from this program the district has a requirement to inform you, as a parent of a child attending a Title I school, of information regarding the professional qualifications of your child’s classroom teacher. Your child has been taught for (*time period-weeks*) by a teacher who is not, under the definition of the *No Child Left Behind* legislation, “highly qualified”. (*For whatever reason-supply rationale*) A highly qualified teacher is defined as a teacher that meets Michigan’s qualification and licensing criteria for the grade level or subject area in which the teacher is providing instruction.

[*Follow with statements which may contain the following information:*

✓ *Whether their child’s teacher has met Michigan qualification and licensing criteria for grade levels and subject areas **other** than that in which the teacher provides instruction.*

**OR**

✓ *Whether their child’s teacher is teaching under emergency or other provisional status through which Michigan qualification or licensing criteria have been waived.*

**OR**

✓ *The baccalaureate degree major of your child’s teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.*

*Provide timeframe and course of action being pursued to become “highly qualified.”*

(Closing)

Sincerely,

Superintendent

## Title I Audit Guidelines and Documentation

Audits will follow guidance from the U.S. Office of Management and Budget’s A-133 Compliance Supplement and the Michigan Department of Education’s Michigan School Auditing Manual.

<b>Category</b>	<b>Applies to</b>	<b>Regulation</b>	<b>Documentation</b>
<b>Funding Periods</b>	All Districts receiving Title I funds	Applications must be submitted in MEGS prior to obligation of funds	Application submission date in MEGS
<b>Eligible Attendance Areas</b>	Districts with enrollment greater than 1000 or with schools having overlapping grade spans	Title I funds may be expended only in eligible attendance areas All schools, including specialized schools, must be included in ranking process	Title I School Selection and Allocation of Funds Worksheet
	Districts with enrollment greater than 1000 or with schools having overlapping grade spans, if every Title I building is at least 35% poverty	A minimum per low-income student amount must be allocated to each school	
<b>Allocation to Eligible Attendance Areas</b>	Districts with enrollment greater than 1000 or with schools having overlapping grade spans unless district allocates different per student amount per building	Higher poverty schools must receive a higher per low-income student amount, if this allocation procedure is used	
<b>Parent/Staff Involvement</b>	Districts with a Title I allocation of more than \$500,000	Districts must reserve at least 1% of the allocation for parent involvement activities	
<b>Private School Involvement</b>	Any resident low-income student within Title I school attendance area attending a private school regardless of where the school is located	Equitable service based on same poverty formula as used for the public school	
		Private school low-income students must be identified by Title I school attendance area and allocated the same funds as the public school attendance area	

<b>Private School Involvement, continued</b>		If the district has a set-aside for homeless, professional development, parent involvement or district-level instructional programs, an equitable share must be included in the private school allocation	Financial audit
<b>Student Selection</b>	All districts with Title I	The program must be based on an assessment of educational needs of all students	Copy of the Needs Assessment
	All districts with Title I in targeted-assisted programs	Assessment of children failing or most at risk of failing	List of eligible students receiving services
	All districts with Title I in schoolwide programs	Timely additional assistance to those failing or most at risk of failing	Description of services and eligibility criteria
<b>Title I Evaluation</b>	Districts with one or more Title I school in Phase I or II identified for improvement	Must spend at least 10% of the school's Title I allocation for professional development in appropriate content area(s)	Title I Documentation Worksheet for Professional Development
	One or more Title I schools in Phase I and no Title I schools in Phases II-V	20% of the district's Title I allocation is set aside for transportation to implement student transfer option	Title I Schools in Improvement District Set Aside Worksheet
	One or more Title I schools in Phases II-V	20% of the district's Title I allocation is set-aside for transportation to implement student transfer option and supplemental educational services	
		Calculation of maximum supplemental educational services amount per child	District worksheet for Supplemental Educational Services

<b>Allowable Expenditures</b>			
<b><i>Supplement versus Supplant</i></b>	All districts	Title I funds must supplement non-federal and other categorical funds normally provided by the district or required by law	District-provided documentation and process
<b><i>Comparability</i></b>	Districts with Title I and non-Title I schools within a grade span	Title I schools must have general education staffing equivalent to non-Title I schools	Title I Comparability Worksheet
	All schools within a grade span are Title I	The general education staffing must be comparable in each school	Verify district has established procedures for determining and maintaining comparability
<b><i>Time/Salaries</i></b>	Time spent working on Title I must be documented in all districts: If co-funded	Time logs must be maintained	Written schedule or periodic representative sample logs
	If 100% Title I	Certifications	Semi-annual certifications for 100% funded Title I staff
<b><i>Indirect Cost</i></b>	All districts	Restricted indirect cost rate is used as calculated by the Michigan Department of Education	Restricted rate controlled by MEGS in application; expenditures subject to audit
<b>Title I Staff</b>	School districts with core academic teachers that do not meet Michigan's definition for highly qualified or paraprofessionals that do not meet Title I requirements	Minimum of 5% must be set aside for professional development to meet qualifications	District Set Aside Title I Worksheet

*Individual auditing firms may request additional documentation for these or other requirements of federal regulation*

(Insert District Name)  
Federal Payroll Certification

Grant Name: \_\_\_\_\_

Employee Name: \_\_\_\_\_

Semester: \_\_\_\_\_

In accordance with the District's plan, I have performed services for (Insert District Name) as a/an (Insert Position) at (Insert Location).

I have spent 100% of my time in the performance of these services for the period noted above. I understand that this certification is required by **Office of Management and Budget (OMB) Circular A-87**, Cost Principles for State, Local and Indian Tribal Governments and the misrepresentation of facts is a violation of Federal Law.

Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Employee Name: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Principal Name: \_\_\_\_\_ Date: \_\_\_\_\_

Please return to: \_\_\_\_\_ By: \_\_\_\_\_

## MICHIGAN SCHOOL AUDITING MANUAL 2003/04

Time/salaries spent working on Title I must be documented for co-funded and 100% funded staff in compliance with OMB Circular A-87, Attachment B. Acceptable methods for cofunded staff include written schedules if it is documented that they were followed on a regular basis (e.g., teachers and paraprofessionals) or periodic representative sample logs for staff whose Title I time is variable (e.g., directors, secretaries, counselors). OMB Circular A-87 requires that where employees are expected to work solely on a single federal award or cost objective, charges for their salaries will be supported by periodic certifications that the employees worked solely on that program for the period covered by the certification. These certifications must be prepared at least semi-annually and be signed by the employee or supervisory official having first-hand knowledge of the work performed by the employee.

## **Guidance on Retirement Compensation**

Office of Management and Budget Circular A-87, *Cost Principles for State, Local and Indian Tribal Governments*, applicable to Title I under 34 C.F.R. 80.22, employee fringe benefits such as early retirement are an allowable cost to a Federal grant "to the extent the benefits are reasonable and are required by law, governmental unit-employee agreement, or an established policy of the governmental unit." In addition, such benefits must be allocable to Title I—that is, the costs must be relative to the benefits received. A cost that is allocable under a particular award may not be charged to another award to overcome fund deficiencies, to avoid restrictions imposed by law, or terms of the award, or for other reasons.

### **Q. May Title I funds be used to cover a prorated portion of an employer's share of early retirement costs?**

**A.** Title I funds may be used to cover a prorated portion of an employer's share of early retirement costs that are payable to the Teachers' Retirement System when Title I is the last program for which an employee has been working. Title I funds may be used to pay an employer's share of early retirement costs, provided those costs are reasonable, required by law, agency-employee agreement, or agency policy, and allocated equitably to all related activities. There are at least two ways Title I funds may contribute. A district may charge its Title I program the employer's share of early retirement costs for a given employee in proportion to the number of years the employee benefited the district's Title I program. Thus, an example of a teacher who taught in District X for 15 years, 5 of which were in Title I programs, and in District Y for 15 years, 5 of which were in Title I programs. Because this teacher worked in Title I programs for one-third of his career, you asked whether Title I funds could be used to pay one-third of his early retirement costs. District Y could charge its Title I program 5/30 of the employer's early retirement costs. District Y could not, however, charge its Title I program one-third of those costs — based on the total number of years the employee served Title I programs — because District Y's Title I program did not receive the benefit of one-third of the employee's services. To be allocable to a particular grant, Title I funds must be relative to the benefits received by that grant.

### **Q. Are there any other options?**

**A.** Another, perhaps more preferable, option would be for a district to establish an early retirement pool to which it would make annual contributions. To determine the annual contribution, the district would apply a fixed rate uniformly to all salaries paid by the district and could charge its Title I program that rate for those employees paid from Title I funds. This option may be preferable because it would avoid having to determine the employment history of each employee. It would also avoid the problem raised by your example of employees who have worked in several districts. Moreover, it would resolve the dilemma posed by a district's inability to plan for early retirements.

### **Q. Should a district budget for early retirement costs separately from the costs associated with replacement employees?**

**A.** Retirement costs should be budgeted separately because they are not necessarily related. A district's future personnel needs may be independent from the positions filled by early retirees. Moreover, if a district elects to pool early retirement funds, that budget item would be needed in addition to the number of positions a district funded from Title I.

**Q. What is the appropriate documentation with respect to early retirement costs?**

**A.** Documentation would differ depending on the method a district uses to support early requirement costs. For example, if a district charges its Title I account based on the number of years an employee provided Title I services, the district should have documents verifying the employee's employment history. If a district establishes an early retirement pool, the district should document the number of employees supported by Title I, the number supported by other funds, the contribution rate, and the amount charged to Title I.

**Q. May a school district may use money from the following year's allocation to pay the amount the district owed during the preceding year as a result of early retirement?**

**A.** A school district **may not** charge its subsequent year's Title I allocation for costs of early retirement incurred in the prior year. In general, annual appropriations of Federal funds, like Title I funds, are made for a specified fiscal year and are available for obligation only during the fiscal year for which made. (See 1 OFFICE OF THE GENERAL COUNSEL, UNITED STATES GENERAL ACCOUNTING OFFICE, PRINCIPLES OF FEDERAL APPROPRIATIONS LAW §5-3 {2d ed. 1991}). The Department of Education's fiscal year 2001 appropriations act, for example, specified that Title I funds first became available on July 1 or October 1, 2001 and remain available for obligation through September 30, 2002. (See P.L. 106-554) Annual appropriations are available only to meet *bona fide* needs of the fiscal year for which they are appropriated. (See PRINCIPLES OF FEDERAL APPROPRIATIONS LAW § 5-3. Absent statutory authority, current appropriations are not available to fund an obligation or liability of a prior obligational period. *Id* At §5-18.) Finally, under §76.708{a} of the Education Department General Administrative Regulations, a district may not obligate funds from a grant award before the later of the date that the State may begin to obligate funds of the date that the district submitted its application to the State in substantially approvable form. As noted above, Title I funds generally become available to States on July 1 of a given year and may thus not be used to liquidate obligations that occurred prior to that date. Planning problems would be alleviated, however, if the school district established an early retirement pool to which it contributed a proportionate amount of Title I funds each year.

Office of Management and Budget Circular A-87 Office of Management and Budget [OMB]  
Circular A-87, Cost Principles for State, Local, and Indian Tribal Governments  
<http://www.whitehouse.gov/omb/circulars/a087/a087-all.html>

## Guidance on Unemployment Compensation and Other Fringe Benefits

### Q. May Title I, Part A funds be used to pay the cost of unemployment compensation?

- A. Regardless of the source of funds for an employee's salary, benefit level and entitlement to unemployment compensation are determined by the State in which the person is employed. Although Title I, Part A funds may be used for the salaries of persons employed by Title I projects, the employer of the Title I project staff is the SEA or LEA in which the staff work, and not the federal government. Therefore, any determination as to whether a Title I employee is entitled to receive unemployment compensation is a matter of State law.

If State law permits, there are at least three acceptable ways in which an SEA or LEA may use a portion of its Title I funds to help defray unemployment compensation costs. If an LEA currently participates in an unemployment compensation insurance program which the insurance rate charged is principally a function of the district's past employment compensation experience and the rate is applied uniformly and consistently to all salaries paid by the district, the district may use Title I funds to pay premiums based on the insurance rate and the amount of the salaries it is paying with those funds. Under this approach, however, Title I funds may be used to pay the premiums only if the rate is applied uniformly and consistently to all salaries being paid by the district.

Similarly, if an LEA has established a reserve from which it makes payments on unemployment compensation claims, it may use Title I funds to make payments to that reserve. Payments of Title I funds for that purpose are allowable to the extent that the type of coverage, extent of coverage, and the rate of payment would have allowed had insurance been purchased to cover the risks.

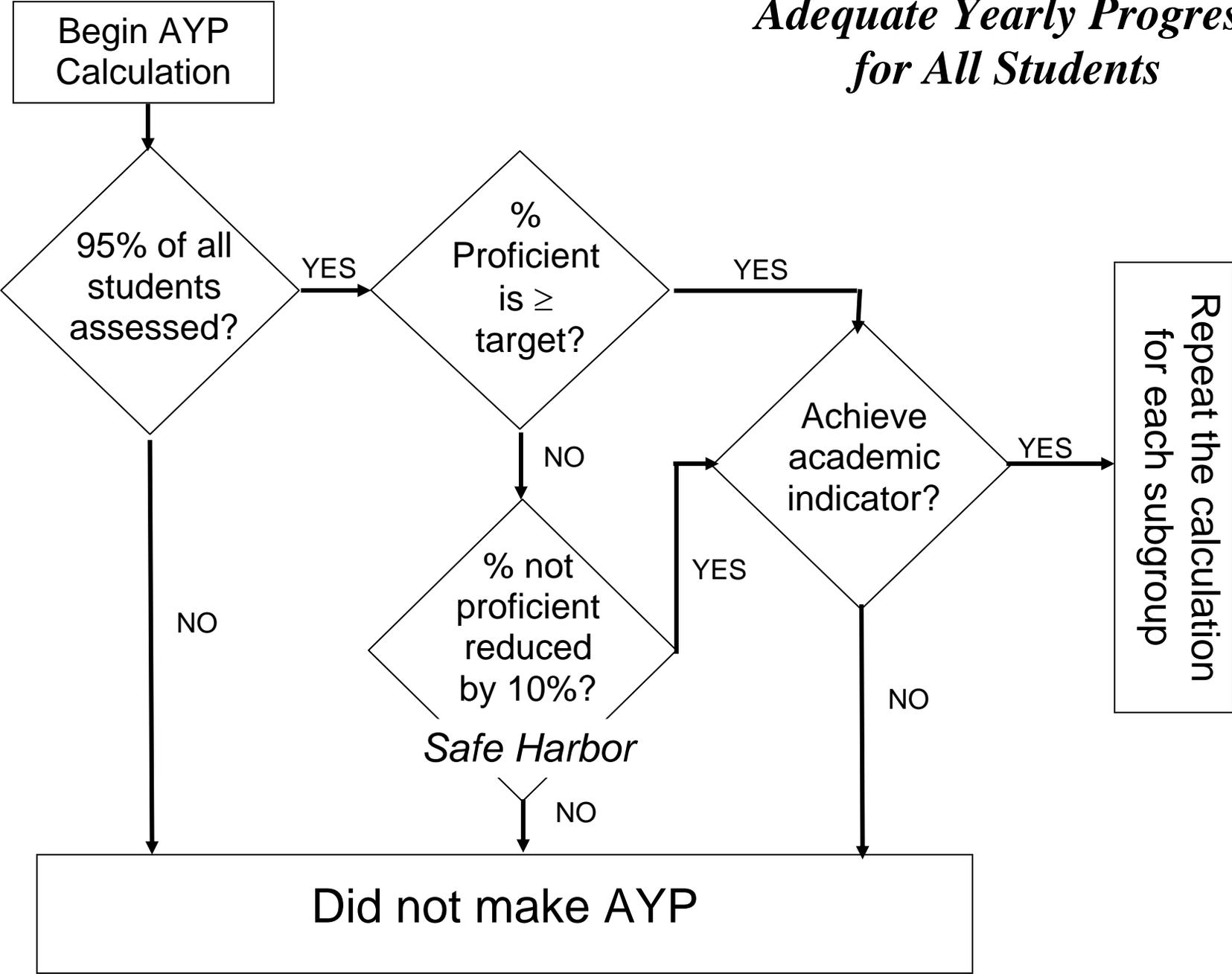
If an LEA does not currently participate in an unemployment compensation insurance program or contribute to a reserve, it may establish a fringe benefit rate as the basis for the use of Title I funds to pay a portion of the amount of its unemployment compensation claims. That rate is the percentage that the unemployment compensation claims represent of the total amount of salaries being paid by the district. The LEA multiplies the total amount of the salaries of its Title I funded personnel by this rate to compute the amount of Title I funds that it may use to pay its unemployment compensation claims. For example, if the unemployment compensation claims are \$20,000 and the total amount the school district pay for salaries is \$2,000,000 (including \$150,000 for personnel paid from the Title I grant), then the "fringe benefit rate" used to compute payments for unemployment compensation claims is one percent of the LEA's salaries. Multiplying the total amount of the salaries of personnel paid from Title I funds by this "fringe benefit rate," the district could use a total of \$1,500 in Title I funds to pay unemployment compensation claims (one percent of \$150,000).

## Title I Guidance for Paying a Part-Time Principal

EDGAR Federal Regulations do not allow payment of a part of a building principal's salary out of Title I, Part A unless:

- Documentation exists from Board Action, which shows that the position as a principal is not full time.
- Documentation exists which states what part of the day, specifically, is designated for Title I activity – a reasonable time when the principal is not available as a principal to talk with students, parents, etc., because they are working on Title I activities. (perhaps a separate office)
- Documentation exists that includes a time log of all activities charged to Title I and is maintained for single audit purposes.

# *Adequate Yearly Progress for All Students*



# Adequate Yearly Progress Subgroups

- Economically Disadvantaged
- Major Racial/Ethnic Groups
  - American Indian/Alaskan
  - Black/African American
  - Hawaiian/Asian Pacific
  - White
  - Hispanic
  - Multi-Racial
- Students with Disabilities
- Limited English Proficient Students

**Michigan Department of Education**  
**Chart of Adequate Yearly Progress Consequences for Title I Schools**

Phase 0	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
<b>Not Identified for School Improvement</b>	<b>Identified for School Improvement</b>	<b>Identified for School Improvement – Continuing</b>	<b>Identified for Corrective Action</b>	<b>Identified for Restructuring – Planning</b>	<b>Identified for Restructuring – Implementation</b>	<b>Identified for Continued Implementation of Restructuring Plan</b>
Does not have two consecutive years of “No AYP”	No AYP for two consecutive years *	No AYP for three consecutive years *	No AYP for four consecutive years *	No AYP for five consecutive years *	No AYP for six consecutive years *	No AYP for seven consecutive years *
	<b>Phase 1 Requirements</b>	<b>Phase 2 Requirements</b>	<b>Phase 3 Requirements</b>	<b>Phase 4 Requirements</b>	<b>Phase 5 Requirements</b>	<b>Phase 6 Requirements</b>
	Parent Notification →					→
	Student Transfer Option ** →					→
	Technical Assistance →			→		
	Implement Revised School Improvement Plan →					
	Use 10% of School’s Title I Allocation for Professional Development →					
		Supplemental educational services ** →				→
			Corrective action information to public and parents	Planning for restructuring Involve teachers and parents in planning process	Implement restructuring plan	Continue to implement restructuring plan

\* An identified school that makes AYP for one year remains at the same phase. If the school makes AYP for two consecutive years, it returns to Phase 0.

\*\* Amount equal to 20% of district’s Title I allocation for transportation and/or supplemental educational services.



STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING



JENNIFER M. GRANHOLM  
GOVERNOR

MICHAEL P. FLANAGAN  
SUPERINTENDENT OF  
PUBLIC INSTRUCTION

Handout Jj

TO: LEA and ISD Superintendents, Directors and Authorizers of Public School Academies

FROM: Jeremy M. Hughes, Ph.D. *JM*  
Deputy Superintendent/Chief Academic Officer

DATE: July 26, 2005

**SUBJ: SCHOOL REPORT CARDS AND CONSEQUENCES FOR IDENTIFIED SCHOOLS**

The Michigan Department of Education is planning the public release of the 2005 Michigan School Report Cards in mid-August.

If a Title I school is identified for any phase of improvement, the district must promptly notify the parents of each student regarding the option to transfer their child to a school that is not identified for improvement. This notification must take place not later than the first day of the school year. However:

- If one of your schools has not made AYP and no appeal has been filed for this school, you should send this letter immediately and not wait for the public release of the report cards.
- If you have filed an appeal for a school not making AYP, you should send this letter immediately upon learning that the appeal has not been granted.

For Title I schools that are identified for Phase 2 or higher, the district must also notify parents of low-income students that they may be eligible to receive supplemental educational services. Although there is no deadline for this notification, districts are strongly encouraged to notify parents at the beginning of the school year and to begin services in a timely manner thereafter. The U.S. Department of Education has criticized Michigan for the late start of supplemental educational services in some school districts.

Parents of students attending Title I schools identified for any phase of improvement must also be given the following information:

- an explanation of what the identification means;
- a comparison of the school's academic achievement to other schools in the district and in the state;

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- the reasons for the identification;
- an explanation of what the school is doing to address the achievement problem;
- an explanation of what the district and/or state is doing to help the school address the achievement problem;
- an explanation of how parents can become involved in addressing the achievement problem;
- an explanation of the option to transfer the student to a school that is not identified for improvement.

In addition to these parent notifications, school districts with identified schools are responsible for working with their schools to develop and implement improvement, corrective action, or restructuring plans as required by the phase of each school. This requirement applies to both Title I and non-Title I schools. Districts may provide the assistance themselves or obtain assistance from their intermediate school districts or other external providers.

The Department will notify districts confirming their identified schools soon after the release of the Report Cards. A technical assistance and reporting packet will be provided at that time and will also be posted on the Department's website. This packet will include sample letters to parents of students attending identified Title I schools.

If you have questions in the meantime, please contact the Field Services consultant for your region or call (517) 373-4588 to obtain the phone number of your consultant.

## Michigan Department of Education

**What's New in the 2005 Michigan School Report Cards**

The following are highlights of changes between the 2004 Michigan School Report Card (based on data from the 2003-04 school year) and the 2005 Michigan School Report Card, which is based on data from the 2004-05 school year.

**Evidence and Self-Ratings for the Indicators of School Performance**

Schools should be aware that the Department will publish both the school's self-rating and the evidence reported for each component. The school's self-rating for each component, and the evidence provided, is available in the Report Card "preview" that is available to authorized users. This information will be available to the public on the School Report Card when it is released in August.

**The *Education YES!* Composite Grade**

Earlier this school year, the State Board of Education approved a change to the *Education YES!* policy so that the school's indicator score cannot improve the school's composite score and grade by more than one letter grade more than the school's achievement grade. This means that a school that receives an "F" for achievement can receive a composite grade no higher than "D/Alert."

**Subgroup Size for AYP Determination**

After issuing the first release of district AYP as part of the 2004 School Report Card, it became clear that some districts which made AYP at all three school levels (elementary, middle, and high school) failed to make AYP at the district level because of one or several subgroups. In these cases, subgroup numbers at the individual schools were below the minimum group size of 30 but, when aggregated together at the district level, numbered above 30 and thus were included in calculating the district AYP.

Michigan has changed the minimum number of students for which a subgroup is measured. The minimum subgroup size remains 30 students. For a district or school that enrolls more than 3,000 students, the minimum subgroup size will be 1% of enrollment, up to a maximum subgroup size of 200 students. An AYP determination will be made for all subgroups of 200 or more students.

**Students Reported in an Ungraded Setting**

State Board policy, the No Child Left Behind Act, and the Individuals with Disabilities Education Act require that state level assessments be administered to ALL students in required content areas. District policy determines grade assignments for students. However, when the district identifies a student as ungraded in the Single Student Record Database (such as some programs for students with disabilities and alternative education programs), the state will assign students to a specific grade based on the students' age.

### **Adjustment for Measurement Error to Improve AYP Reliability**

Because the decisions made based upon AYP classifications are such high-stakes decisions for individual schools, it is important to account for error to be more accurate and honest in classifying schools as making or not making AYP. Michigan has selected a measurement error confidence interval for the purposes of accounting for error in making AYP decisions. Uncertainty in scores has an impact on classifying students as proficient, and uncertainty in classifying students as proficient has an impact on calculating AYP. For this reason, measurement error should be taken into account in calculating AYP. Measurement error can cause two types of errors in calculating AYP: false positives (mistakenly identifying schools as making AYP) and false negatives (mistakenly identifying schools as not making AYP).

The key statistic in AYP calculations is the percentage of students in a school (or district or subgroup) that were proficient. However, because of measurement error, it is likely that students with scores close to the cut point are misclassified as either proficient or not proficient. Michigan will use the standard error of measurement to place a confidence interval around each student's score. The size of the confidence interval will be two times the standard error of measurement. Using this approach, it is possible to place a confidence interval around the estimated percent proficient in this school. The Report Cards for elementary, middle, and high schools contains Michigan's correction for measurement error, which received federal approval in July, 2005.

### **Small Schools**

The federal No Child Left Behind Act (NCLB) requires each state to determine the Adequate Yearly Progress (AYP) of all public schools in the state. NCLB also requires each state to set a minimum group size for the purpose of establishing reliability for the many calculations used for AYP. The Michigan Department of Education has used a minimum group size of 30 for all student groups and subgroups. MDE has also used multiple year averaging to accumulate enough students in a testing cohort to assign AYP to schools.

Even with multiple-year averaging some schools did not have 30 students in a three year period and, therefore, did not receive an AYP status. Following release of the elementary and middle school report cards in August 2004, the U. S. Department of Education contacted MDE to inquire why some schools still did not have an AYP status. Staff from MDE had begun discussions with school district and ISD/ESA administrators about methods for calculating AYP for small schools and, using that input, moved quickly to develop the process. In September, 2004, the Michigan State Board of Education approved a new procedure, using a sliding confidence interval, to assign AYP to small schools. The proposal the State Board approved may be viewed at the following web address:

[http://www.michigan.gov/documents/ITEM\\_B\\_101195\\_7.pdf](http://www.michigan.gov/documents/ITEM_B_101195_7.pdf)

An AYP determination is made for each tested grade level (elementary, middle school or high school) in a school, but AYP is determined based on the highest grade range tested.

### **AYP and Alternate Performance Standards**

Also, you may have read that the U.S. Education Department (USED) announced a change in how students with disabilities who participate in alternate assessments such as MI-Access are

counted, for accountability purposes only, in the No Child Left Behind (NCLB) law. In December 2003, the USED announced rules for the reporting of students with disabilities who participated in alternate assessments. The rules permit up to 1% of total district enrollment at the grades assessed for students, who participate in alternate assessment and surpassed or attained the performance standard on the alternate assessment, to be counted as "proficient" for the AYP determination. Please note that this regulation does not limit the number of students who can participate in alternate assessment (MI-Access).

The 1% cap is computed by taking no more than one percent of the district February 2005 headcount enrollment at each grade level where students are assessed in the state assessment system. This means the calculation of the number of student scores that are proficient (in each local school district) is not rounded upward. The 1% cap applies to students with "the most significant cognitive disabilities" as provided in current federal rules. The 1% cap applies only to students that took the MI-Access *Participation and Supported Independence* (Phase 1) assessments. The federal rules require that the Department approve an exception in cases where the district wishes to exceed the 1% cap at the district level. School districts and PSAs that had an approved application for exception to the 1% cap in the 2004 Report Card cycle did **not** need to submit the application again. Over the summer of 2005, the MDE accepted additional applications, from school districts and PSAs that did not apply last year, for local exemptions to the 1% cap. The 2005 School Report Cards reflect the exceptions to the 1% cap as approved by the Michigan Department of Education.

In April, 2005 the US Department of Education announced new federal flexibility which defines an additional 2% of the students across the state in an "in-between group" that may be reported as proficient for NCLB accountability purposes, if the students' performance category is Surpassed the Performance Standard or Attained the Performance Standard. The federal plan is that the 1% and 2% be separate caps, determined with different criteria. These caps are targeted toward different groups of students with disabilities. USED will need to issue new regulations, as early as this fall, to put the new flexibility into place. Michigan has received approval for the Option 2 interim flexibility for use on 2005 School Report Cards.

The 2% cap applies to the "in-between group" which includes students that took the MI-Access *Interim Phase 2.1 BRIGANCE* Functional Independence assessment. Michigan has used the newly approved interim flexibility to lift the suppression on these scores in cases where the proficient suppressed scores have an impact on AYP for the students with disabilities subgroup at the school or district level. MDE reviewed impact data regarding AYP and impact data regarding appropriate assessment decisions in making a decision as to whether to lift the suppression on these scores for a district.

### **Flexibility on English Language Learners**

In the State of Michigan, all students are to participate in the state assessment system. The United States Department of Education allows flexibility in the assessment participation of English language learners (ELL) who are "in their first year in U.S. public schools." (The "first year" is defined as the first "school year" that the student is enrolled. For this winter's MEAP, this applies to ELL entering a U.S. public school for the first time during the 2004-05 school year.)

This flexibility specifies that during the student's first year of enrollment in a U.S. public school, the school has the option of not administering the English language arts portion of the state assessment (MEAP or MI-Access) provided that an English Language Proficiency (ELP) assessment has been given to the student. ELP participation counts toward the 95 % participation rate requirement for Adequate Yearly Progress (AYP). The student must take the mathematics assessment. The score will not count for AYP.

A form has been designed to capture all of the student information that is required to grant this flexibility for ELL students who are new to U.S. Public Schools. It is provided as a link to the Office of Educational Assessment and Accountability site with MDE. The form is available at [http://www.michigan.gov/documents/ELL\\_information-MEAP\\_114468\\_7.pdf](http://www.michigan.gov/documents/ELL_information-MEAP_114468_7.pdf)

Schools with English Language Learners know that when these students reach Full English Proficiency (as measured by the district's English Language Proficiency test, e.g. the Woodcock-Munoz), they may be classified as FLEP – Former Limited English Proficient. They are then taken out of the LEP subgroup for which AYP is calculated. This became an issue for many schools which felt that, without the possibly better scores of these students, the LEP subgroup would continue to have difficulty making AYP. The U.S. Department of Education has announced that the assessment scores of FLEP students may continue to be counted in the LEP subgroup for up to two years after reaching full English proficiency. On the 2005 report cards, however, we will be including in the LEP subgroup all students designated as FLEP.

### **Nonstandard Accommodations**

Students with disabilities participating in MEAP using nonstandard assessment accommodations will be counted as “Not Proficient” in the calculation of Adequate Yearly Progress. Beginning in the 2005 School Report Card, these students will not count as being assessed in the school and district participation rates. This is required by federal policy.

### **Economically Disadvantaged**

The Department of Education is aware that the initial draft report card for some high schools will show that the school does not make AYP because the school did not meet the participation requirement for a subgroup (Economically Disadvantaged, Limited English Proficiency, and Students with Disabilities) even though the participation target was met for the entire student population. The Department is not implying that the school did not test a group of students. The issue is that the student demographics in the assessment data may not have been coded consistently with the demographics taken from the enrollment data which comes from the Single Record Student Database (SRSD). The recommended course of action is to file an appeal requesting the Department to attempt to update the assessment demographics from the enrollment (SRSD) data. We can do this in cases where the Unique Identification Codes (UICs) are available in the assessment data. The school may also need to work with the student data and return the student data with corrected demographic information.

### **Appeal Period**

The time period for filing an appeal of the 2005 report cards for elementary and middle schools will be June 6 through midnight of June 30. For high schools and district AYP, the appeal period

will be June 15 through midnight of July 8. No appeals will be accepted after this period. The firmness of this timeline is necessary in order to meet the August target date for the public release of the report cards. In addition:

1. No appeals will be accepted for the School Performance Indicators (School Self-Assessment) once these have been approved and submitted by the superintendent.
2. No appeals will be accepted regarding failure to meet, or technical difficulties meeting, the May 23 deadline for submitting the Indicators.
3. Schools were given an opportunity, prior to the release of 2005 MEAP and MI-Access data, to correct student demographics. Because of this, complete and thorough documentation will be required for any appeals filed over demographics.



# Other Categorical Programs Information

Office of School Improvement  
Field Services Unit



- PROFESSIONAL DEVELOPMENT- The term professional development' —
  - includes activities that —
    - improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;
    - are an integral part of broad schoolwide and districtwide educational improvement plans;
    - give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards;
    - improve classroom management skills;
    - - are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; and
      - are not 1-day or short-term workshops or conferences;
    - support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;
    - advance teacher understanding of effective instructional strategies that are —
      - based on scientifically based research (except that this subclause shall not apply to activities carried out under part D of title II); and
      - strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and
    - are aligned with and directly related to —
      - State academic content standards, student academic achievement standards, and assessments; and
      - the curricula and programs tied to the standards described in subclause (I) except that this subclause shall not apply to activities described in clauses (ii) and (iii) of section 2123(3)(B);
    - are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;
    - are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;

- to the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;
  - as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;
  - provide instruction in methods of teaching children with special needs;
  - include instruction in the use of data and assessments to inform and instruct classroom practice; and
  - include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and
- may include activities that —
    - involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;
    - create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under part A of title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and
    - provide follow-up training to teachers who have participated in activities described in subparagraph (A) or another clause of this subparagraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom.

## Office of School Improvement

### TITLE II, PART A TEACHER AND PRINCIPAL TRAINING AND RECRUITING

#### Matrix for Recruit and Hire

	<b>Recruit</b>	<b>Hire</b>	<b>Retain</b>	<b>Pay/Salary/ Benefits</b>	<b>Testing</b>	<b>Training</b>
Certified Teachers	√	√	√		√	√
Principals	√	√	√		√	√
Superintendents	√	√	√		√	√
Paraprofessionals	√	√	√		√	√
Class Size Reduction Teachers	√	√	√	√	√	√
Special Education Teachers	√	√	√	(If to reduce class size)	√	√
Specialists in Core Areas	√	√	√ (If there is a shortage)	√		√
Supplemental Teachers of Special Needs to Individualize Instruction	√	√	√	√	√	√
Professionals from other fields	√	√	√	(Only if supplemental does not supplant an existing position)	√	√

√ : Denotes this is allowable

## Office of School Improvement

### TITLE V, PART A – INNOVATIVE PROGRAMS LOCAL USES OF FUNDS

#### **Instructional Programs**

- Establishment or enhancement of pre-kindergarten programs
- Programs to recruit, train and hire highly qualified teachers to reduce class size, particularly in the early grades
- Programs to improve academic achievement of educationally disadvantaged students, including dropout prevention programs
- Academic intervention programs that are operated jointly with community-based organizations and that support academic enrichment and counseling for at-risk students
- Programs using research-based cognitive and perceptual development approaches and a diagnostic-prescriptive model to improve student learning of academic content
- Programs to provide for needs of gifted and talented students
- Alternative education programs for expelled or suspended students, including re-entry assistance programs
- Supplemental educational services by outside providers for students in Title I schools identified for school improvement, corrective action or restructuring

#### **Instructional Materials, Professional Development & School-Based Reform**

- Programs for development or acquisition of instructional and educational materials tied to high academic standards as part of overall education reform program
- Technology activities related to implementation of school-based reform efforts, including professional development on classroom use of technology
- Professional development activities in accordance with Title II, focused on student achievement of core academic standards
- Programs that use best-practice models to improve classroom teaching and learning
- Programs to establish smaller learning communities
- Title I school improvement programs or activities for identified schools

#### **District-Level Reform**

- Activities to encourage and expand district-wide improvements designed to advance student academic achievement
- Promising education reform projects, including magnet schools
- Activities to promote, implement or expand public school choice
- Planning, design and initial implementation of charter schools
- Programs to provide same-gender schools and classrooms (consistent with law)

### **Pupil Support Services**

- Programs to hire and support school nurses
- Expansion and improvement of school-based mental health services
- School safety programs, including transfer options for students in persistently dangerous schools

### **Parent & Community Involvement**

- Initiatives to generate, maintain and strengthen parental and community involvement
- Programs to improve literacy skills of adults, especially parents, including adult education and family literacy programs
- Community service programs involving school personnel and students
- Service learning activities
- Activities to promote consumer, economic and personal finance education
- Programs for cardiopulmonary resuscitation (CPR) training in schools

## Office of School Improvement

### TITLE VI, PART A *FLEXIBILITY AND ACCOUNTABILITY* FUNDING TRANSFERABILITY FOR STATE AND LOCAL EDUCATIONAL AGENCIES

This flexibility provision allows a Local Education Agency (LEA) to transfer up to 50% of its formula allocation under the Teacher Quality State Grants (Title II, Part A), Educational Technology State Grants (Title II, Part D), Innovative Programs (Title V), or Safe and Drug-Free Schools (Title IV, Part A) programs to supplement its allocation under any of the programs listed above. The LEA may also use the funds to supplement its Title I allocation.

An LEA identified as in need of improvement may transfer up to 30% of its allocation for the programs listed above only if it transfers the funds to: (1) supplement its school improvement allocation; or (2) carry out Title I LEA improvement activities. An LEA identified as in need of corrective action may not transfer any funds.

Program Name	Funds May Be Taken From	Funds May Be Used For
Title I, Part A – Improving Basic Programs Operated by LEAs		X
Title II, Part A – Teacher and Principal Training and Recruiting	X	X
Title II, Part D – Enhancing Education Through Technology	X	X
Title IV, Part A – Safe and Drug Free Schools and Communities	X	X
Title V, Part A – Innovative Programs	X	X

**Office of School Improvement**

**TITLE VI, PART B, Subpart 1**

***FLEXIBILITY AND ACCOUNTABILITY***

**RURAL EDUCATION INITIATIVE**

This section provides eligible small rural LEAs with additional flexibility by authorizing them to use up to 100% of their allocations under the Teacher Quality State Grants (Title II, Part A), Innovative Programs (Title V), Safe and Drug-Free School Programs (Title IV, Part A), and Educational Technology State Grants (Title II, Part D) to carry out activities authorized under any of the following programs: Title I, Teacher Quality State Grants (Title II, Part A), Educational Technology State Grants (Title II Part D), Language Acquisition State Grants (Title III), Innovative Program State Grants (Title V, Part A), Safe and Drug-Free Schools State Grants (Title IV, Part A), and 21<sup>st</sup> Century Community Learning Centers (Title IV, Part B).

LEA eligibility requirements:

- a. have an average daily attendance of fewer than 600 students  
or
- b. serve only schools located in counties with a population density of fewer than 10 persons per square mile  
and
- c. serve only schools with an NCES local code of 7 (rural) or 8 (rural near an urban area)  
or
- d. the Secretary determines are located in an area defined as rural
- e. by a governmental agency of the State.

<b>Program Name</b>	<b>Funds May Be Taken From</b>	<b>Funds May Be Used For</b>
Title I, Part A – Improving Basic Programs Operated by LEAs		X
Title II, Part A – Teacher and Principal Training and Recruiting	X	X
Title II, Part D – Enhancing Education Through Technology	X	X
Title III – Language Instruction for Limited English Proficient and Immigrant Students		X
Title IV, Part A – Safe and Drug Free Schools and Communities	X	X
Title IV, Part B – 21 <sup>st</sup> Century Community Learning Centers		X
Title V, Part A – Innovative Programs	X	X



# Reports Section

Office of School Improvement  
Field Services Unit





STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING



JENNIFER M. GRANHOLM  
GOVERNOR

THOMAS D. WATKINS, JR.  
SUPERINTENDENT OF  
PUBLIC INSTRUCTION

Handout Qq

**TO:** Local and Intermediate School District Superintendents, Public School Academy Authorizers and Directors

**FROM:** Jeremy M. Hughes, Ph.D.  
Chief Academic Officer/Deputy Superintendent  
[hughesj@michigan.gov](mailto:hughesj@michigan.gov)

**DATE:** July 20, 2004

**SUBJ: Checklist Guidance for Annual Reporting**

Public Act 25 – the state law requiring local school districts to compile annual reports – has existed since 1990. With the advent of *EducationYES!*, the state’s accreditation system, and the federal No Child Left Behind Act (NCLB), there are additional requirements for annual reports for the district and for each school building. This communication provides a checklist to guide school districts when creating annual reports. The Department recommends that school districts include all required information from PA 25 and NCLB in one report document.

Reports must be widely available through public means. Districts are allowed to use the Internet as a primary vehicle for distribution, but must make hard copies available to the public upon request. Schools should evaluate internet availability and use in the community and make appropriate judgments regarding dissemination of the report. In addition, PA 25 requires that the report be made available to the Department of Education. This is done by submitting a copy of the report to the Intermediate School District; sending a copy to the Department is not a requirement.

Both PA 25 and NCLB require reports at both the school district and school building levels. The school district report is to address all of the requirements for both PA 25 and NCLB. The building report generally includes district level information regarding core curriculum and school building level information in the areas of school improvement, student achievement (assessment data), and accreditation. There is much latitude in coordinating the elements of the building report and the district report. In a smaller district, information about each school may be contained in the district report, eliminating the need for separate reports for each school. Most districts choose to provide individual reports for each school, along with a report for the district.

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If this approach is taken, the district report should generally be provided with the building report to satisfy the NCLB report card requirement.

This report should be constructed when all data are available to school districts and be made available to the public on a timely basis. The federal requirement is to make the report card available before the beginning of the school year. The PA 25 requirement is that the report be available no later than October 15. The 2004 School Report Cards were available for review and appeals are now being processed for elementary and middle schools. High School report cards will be available for review and appeal in late July. Once the appeal process is complete for all of the buildings in a district, Annual Reports can be compiled and published. If your district publishes the Annual Report only on the Internet, you can publish elementary and middle school information before the start of the school year with a note that high school data will be published as soon as it is available. If your district publishes the Annual Report in print, you will want to wait until the information for all schools is available.

EducationYES! Report cards include AYP, assessment and accreditation information. The data are disaggregated by subgroup as required by NCLB. Districts are required under federal law to disaggregate student achievement data for all school buildings, regardless of Title I status. Federal consequences, however, only apply to Title I buildings.

The attached checklist combines the requirements of PA 25 and NCLB around several categories. Additional assistance will be available on the MDE website at <http://www.michigan.gov/mde> with a template of required data for use in developing the report. Guidance may be available from your local ISD or from your Regional Consultant in the Office of School Improvement at 517-373-4588. If you have additional questions about the Annual Report, please contact MaryAlice Galloway at [gallowaym@michigan.gov](mailto:gallowaym@michigan.gov) or 517-241-4185.

## Combined P.A. 25 Annual Report and NCLB Report Card Checklist

- School districts must prepare and publicly disseminate the report no later than beginning of 2004-05 school year to all schools and parents of all students. (If separate reports are published for PA 25 and for NCLB, the PA 25 report must be published no later than October 15, 2004.)
- Required information for district and each individual school building includes:

### Assessment Data

- Aggregate student achievement at each proficiency level on state assessments.
- Student achievement at each proficiency level disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged. The federal requirement is to report this data only when it is statistically sound. The Michigan Department of Education recommends reporting on subgroups comprised of 30 or more. (Thirty students in the school or thirty students across the district per grade level tested.)
- Percentage of students not tested, disaggregated by each group if the group contains 30 or more students.
- Most recent 2-year trend in achievement in each subject area and for each grade level.
- Report of each individual school results of locally administered student competency tests and/or nationally normed achievement tests. This should include data from the assessments for students in grades 1-5 as required by section 1280b of the School Code (PA 25).

### Adequate Yearly Progress (AYP) Data

- Aggregate information on graduation rate and student attendance used to determine AYP.
- AYP information, including number, names, and percentage of Title I schools identified for school improvement, and how long identified – this is designated by the phase of school improvement, phases 0-5.
- Comparison between actual achievement of each group (excluding gender and migrant) and state’s annual measurable objectives. The state’s objectives for 2003-04, expressed as the percent of students considered proficient, are:

	Elementary	Middle School	High School
English Language Arts	38%	31%	42%
Mathematics	47%	31%	33%

Proficient is defined as students scoring in levels 1 or 2 (exceeds Michigan standards or meets Michigan standards) on MEAP or Surpassed the Performance Standard or Attained the Performance Standard on MI-Access.

- Comparison of building, district and state achievement data on state assessments and other indicators of AYP. Other indicators are attendance rates at the elementary and middle school level, and graduation rates for high school.

## **School Programs**

- Accreditation status: PA 25 requires that schools report on state accreditation status. Grades for state accreditation under *Education YES!* range from A to D. If a school receives a D alert, the school must make AYP the following year or it will be designated as unaccredited. In addition to reporting on *Education YES!* accreditation status, a school may also report on accreditation by the North Central Association Commission on Accreditation and School Improvement or another specialized accreditation authority approved by the US Department of Education (PA 25).
- District pupil retention data: This is in addition to the data on graduation rate referenced earlier. (PA 25)
- Number and percentage of pupils enrolled in post-secondary programs and/or college level equivalent courses, if the school is a high school (dual enrollment) (PA 25).
- The status of the core curriculum and the school improvement plan (PA 25).

## **Staff**

- The professional qualifications of teachers in the district, the percentage of teachers teaching with emergency or provisional credentials, and the percentage of classes not taught by highly qualified teachers, disaggregated by high-poverty compared to low-poverty schools. This data may include the number of teachers seeking to become highly qualified by 2005-06.
- The annual progress toward meeting state objectives for percentage of highly qualified teachers for both the school district and for each individual school building.

## **Parents**

- Information on parent-teacher conference attendance rates is required by PA 25.
- NCLB requires that the district's and school's parent involvement policy be disseminated. While this requirement is not a part of the NCLB report card, the Department recommends that this be done through the combined report.
- NCLB requires that parents be informed of the right to know provisions of NCLB regarding teacher qualifications. While this requirement is not a part of the NCLB report card, the Department recommends that this be done through the combined report.

The school may include additional data, if it chooses. These guidelines are simply the pieces of data that must be included in the report.



# On Site Review Section

Office of School Improvement  
Field Services Unit



## ON SITE REVIEW BUILDING STUDY GUIDE

**Building:**

**Contact:**

**Respondent:**

**Check which programs apply:**

- Title I, Part A/D** (Disadvantaged & Neglected and Delinquent)
  - Schoolwide (if appropriate)       Targeted
  - Planning Year: \_\_\_\_\_
- Title I, Part C** (Migrant)
- Title II, Part A** (Teacher & Principal Training and Recruitment)
- Title II, Part D** (Enhancing Education Through Technology)
- Title III** (English Language Acquisition for LEP)
- Title V, Part A** (Innovative Programs)
- Section 31a** (State At Risk)
- Section 41** (Bilingual)

**Rating codes:**

- H (High)** = Present to a high degree
- M (Moderate)** = Present to a moderate degree
- L (Low)** = Present minimally
- CR (Change Required)** = Mandated component is not present
- N/A (Not Applicable)**

 = Mandated component

 = Recommended component

# ON SITE REVIEW STUDY GUIDE

## RATING GUIDELINES

These guidelines have been developed to provide a set of indicators that constitute a high, moderate or low rating. To receive a particular rating, a school should have a majority of the indicators for that category in place.

### **H (HIGH) = present to a high degree/well developed**

- Process is fully in place
- School community is well informed
- Process to improve is focused
- Is part of the school culture
- Consistently guides program decision making
- Analysis of student performance measures is consistently used to make program decisions
- **Where appropriate**, high quality products are used
- Could serve as a model for best practice

### **M (MODERATE) = present to a moderate degree/progressing**

- Process is in various stages of implementation
- School community is somewhat informed
- Process to improve may lack focus or be limited in scope
- Is becoming part of the school culture
- May guide program decision making
- Analysis of student performance measures is inconsistently used to make program decisions
- **Where appropriate**, high quality products exist and are beginning to be used

### **L (LOW) = present minimally/in early stages**

- Process is in the beginning stages
- School community is inadequately informed
- Process to improve is primarily in development and yet to be applied
- Unrelated to program decision making
- Analysis of student performance measures is rarely used to make program decisions
- Products exist but are unused

### **CR (CHANGE REQUIRED) = mandated component not present**



<b>BUILDING REQUIREMENTS</b> <i>(Rating Code: H, M, L, CR)</i>	Title I, A/D	Title I, C	Title II, A	Title II, D	Title III	Title V	Section 31a	Section 41	<b>PROVIDE EVIDENCE AND EXPLANATION</b>
<b>2 – School Improvement</b>									
a. Parents are involved in the program planning									
b. The school improvement plan includes research-based program planning for students identified for services									
c. The school improvement plan includes program delivery to students identified for services									
d. The school improvement plan includes all required components of: <ul style="list-style-type: none"> <li><b>i. A schoolwide plan</b> <ul style="list-style-type: none"> <li>• Comprehensive needs assessment</li> <li>• Schoolwide reform strategies</li> <li>• Highly qualified teachers</li> <li>• High quality professional development</li> <li>• Attract highly qualified teachers</li> <li>• Parent involvement</li> <li>• Transition plans</li> <li>• Teacher participation in assessment decisions</li> <li>• Timely additional assistance</li> <li>• Coordination of services and programs</li> </ul> </li> </ul>									



<b>BUILDING REQUIREMENTS</b> <i>(Rating Code: H, M, L, CR)</i>	Title I, A/D	Title I, C	Title II, A	Title II, D	Title III	Title V	Section 31a	Section 41	<b>PROVIDE EVIDENCE AND EXPLANATION</b>
f. Disaggregated student achievement data are included in building reports to staff, parents, and community members  1. gender 2. migrant status 3. limited English proficient 4. race/ethnicity 5. students with disabilities 6. socioeconomic status									
g. School level decision-making authority exists for program design									
h. School level decision-making authority exists for program implementation									
i. The school improvement plan is reviewed annually.									



<b>BUILDING REQUIREMENTS</b> <i>(Rating Code: H, M, L, CR)</i>	Title I, A/D	Title I, C	Title II, A	Title II, D	Title III	Title V	Section 31a	Section 41	<b>PROVIDE EVIDENCE AND EXPLANATION</b>
h. Multiple strategies for in-class instruction are used to deliver a high quality curriculum									
i. Additional time or opportunities to learn are provided for eligible students									
j. Parents are involved in program evaluation									
<b>4 – Coordination of Services</b>									
a. Staff coordinates instructional and school based support services to meet individual student needs									
b. Student services are coordinated with appropriate community services									
c. Coordinated support services are included to address factors impacting student learning									

<b>BUILDING REQUIREMENTS</b> <i>(Rating Code: H, M, L, CR)</i>	Title I, A/D	Title I, C	Title II, A	Title II, D	Title III	Title V	Section 31a	Section 41	<b>PROVIDE EVIDENCE AND EXPLANATION</b>
<b>5 – Professional Development</b>			*	*					* Mandated component only if used for Professional Development
a. The professional development plan is designed through a collaborative effort of all stakeholders based on needs assessment data									
b. The plan supports high standards in the core academic curriculum areas									
c. The plan supports the building school improvement plan									
d. The plan includes activities that reflect research on teaching and learning									
e. Professional development incorporates strategies for meeting the educational needs of students with different learning styles									
f. Principals, teachers, other school staff, parents, if appropriate, participate in sustained, in depth professional development									
g. The professional development plan supports content areas identified for improvement by Adequate Yearly Progress (AYP)									
h. The plan includes training for teachers to integrate technology into curriculum and instruction									

\* Mandated component only if used for Professional Development

<b>BUILDING REQUIREMENTS</b> <i>(Rating Code: H, M, L, CR)</i>	<b>Title I, A/D</b>	<b>Title I, C</b>	<b>Title II, A</b>	<b>Title II, D</b>	<b>Title III</b>	<b>Title V</b>	<b>Section 31a</b>	<b>Section 41</b>	<b>PROVIDE EVIDENCE AND EXPLANATION</b>
<b>6 – Parent Involvement</b>									
a. A parent compact is used to facilitate ongoing partnership between home and school to increase student achievement. The compact is reviewed at least annually									
b. Annual parent meeting is held to inform parents of requirements and solicit participation									
c. Support is provided to parents to build capacity for effective parent involvement									
d. Support is provided to staff to build capacity for effective parent involvement									
e. The school uses strategies to help families support their children’s education									
f. The school reports individual student achievement to parents									
g. A school parental involvement policy exists and is implemented									
h. Parents are involved in evaluation of parent involvement activities									

## ON SITE REVIEW DISTRICT STUDY GUIDE

**District:**

**Contact:**

**Schools to be reviewed:**

**Check which programs apply:**

- Title I, Part A/D** (Disadvantaged & Neglected and Delinquent)
- Title I, Part C** (Migrant)
- Title II, Part A** (Teacher & Principal Training and Recruitment)
- Title II, Part D** (Enhancing Education Through Technology)
- Title III** (English Language Acquisition for LEP)
- Title V, Part A** (Innovative Programs)
- Section 31a** (State At Risk)
- Section 41** (Bilingual)

**Rating Codes: Part 1**

- H (High)** = Present to a High Degree
- M (Moderate)** = Present to a Moderate Degree
- L (Low)** = Present Minimally
- CR (Change Required)** = Mandated Component is Not Present
- N/A (Not Applicable)**

**Rating Codes: Part 2**

- Y (Yes)** = Meets Requirement
- CR (Change Required)** = Mandated Component is Not Present
- N/A (Not Applicable)**

= Mandated component

= Recommended component

# ON SITE REVIEW DISTRICT STUDY GUIDE

## RATING GUIDELINES

### Rating Codes: Part 1

These guidelines have been developed to provide a set of indicators that constitute a high, moderate or low rating. To receive a particular rating, a school should have a majority of the indicators for that category in place.

#### **H (HIGH) = present to a high degree/well developed**

- Process is fully in place
- School community is well informed
- Process to improve is focused
- Is part of the school culture
- Consistently guides program decision making
- Analysis of student performance measures is consistently used to make program decisions
- **Where appropriate**, high quality products are used
- Could serve as a model for best practice

#### **M (MODERATE) = present to a moderate degree/progressing**

- Process is in various stages of implementation
- School community is somewhat informed
- Process to improve may lack focus or be limited in scope
- Is becoming part of the school culture
- May guide program decision making
- Analysis of student performance measures is inconsistently used to make program decisions
- **Where appropriate**, high quality products exist and are beginning to be used

#### **L (LOW) = present minimally/in early stages**

- Process is in the beginning stages
- School community is inadequately informed
- Process to improve is primarily in development and yet to be applied
- Unrelated to program decision making
- Analysis of student performance measures is rarely used to make program decisions
- Products exist but are unused

#### **CR (CHANGE REQUIRED) = mandated component not present**

### Rating Codes: Part 2

**Y (YES) = meets requirement**

**CR (CHANGE REQUIRED) = mandated component not present**

DISTRICT REQUIREMENTS: Part 1		RATING (H, M, L, CR)	PROVIDE EVIDENCE AND EXPLANATION
<b>I. High Academic Standards</b>			
A.	The district has established high academic standards for all students.		
B.	District core content standards specify expected student knowledge and performance.		
C.	District performance benchmarks reflect student achievement of content standards.		
D.	The district's standards are communicated effectively to all staff.		
<b>II. Highly Qualified Teachers/Paraprofessionals</b>			
A.	The district has a plan to ensure all core academic teachers will meet the highly qualified requirements of NCLB (required June 30, 2006).	-	
B.	The district has a plan to ensure all paraprofessionals identified under NCLB will meet the qualification requirements (required January 8, 2006, extended to June 30, 2006).		
C.	The district has set aside a minimum of 5%, unless less is needed, to ensure all core academic teachers and Title I paraprofessionals are qualified.		
<b>III. Professional Development</b>			
A.	The district professional development plan is collaboratively designed to support building level school improvement efforts.		
B.	A needs assessment is conducted to determine the focus of professional development efforts.		

DISTRICT REQUIREMENTS: Part 2		RATING (Y, CR)	PROVIDE EVIDENCE AND EXPLANATION
<b>IV. School(s) Identified for Improvement</b>			
A.	<p>Are any Title I, Part A schools Identified for Improvement?</p> <p>If <input type="checkbox"/> <b>Yes:</b> 1. Attach a list of schools. 2. Indicate School Improvement status. 3. Complete B – H</p> <p>If <input type="checkbox"/> <b>No:</b> Skip this Section, Go to Section V</p>		
B.	A notification letter was mailed to the parents of each child stating that the school is identified for improvement.		
C.	The notification letter informed parents of transfer options.		
D.	A notification letter was sent to inform parents of low-income students about supplemental services, if the school is identified for improvement the second year.		
E.	The district has set aside a minimum of 5% for transportation, 5% for supplemental services, and 10% for transportation/supplemental services, if needed.		
F.	If a school is identified for improvement (Phase I), a peer review process was used to review the two-year school improvement plan.		
G.	The two-year school improvement plan includes all required elements.		
H.	The two-year school improvement plan was approved by the district.		
I.	The district provides technical assistance to the school to implement the two-year plan.		

DISTRICT REQUIREMENTS: Part 2		RATING (Y, CR)	PROVIDE EVIDENCE AND EXPLANATION
<b>V. Parent Involvement</b>			
A.	A local board policy on parent involvement is in place and is being implemented.		
B.	Parents are involved annually in the review and revision of the district parent involvement policy.		
C.	For all Title I schools, notification has been sent to parents informing them of their right to request information regarding the professional qualifications of their child's classroom teacher(s) and, where appropriate, the paraprofessional working with their student.		
D.	For Title I schools, a timely notice has been sent to parents if their child is taught by a teacher who is not highly qualified for four or more consecutive weeks.		
E.	The district has set aside at least 1% of its Title I allocation for parent involvement, if the allocation is more than \$500,000.		
F.	The district has distributed at least 95% of the parent involvement set aside to its Title I schools.		
G.	A letter was sent to parents of Limited English Proficient (LEP) students to inform them of the district's LEP program and their right to decline services.		
<b>VI. Homeless Provision</b>			
A.	A district liaison is identified for the McKinney-Vento Homeless Act.  Name: _____		
B.	Title I funds are set aside for services to homeless students, if applicable.		

DISTRICT REQUIREMENTS: Part 2		RATING (Y, CR)	PROVIDE EVIDENCE AND EXPLANATION
<b>VII. Publicly Disseminated Annual Report Card</b> The annual report card for the district and each school, includes the following information:			
A.	Aggregate MEAP student achievement data, published by proficiency level.		
B.	Disaggregated MEAP student achievement data by:		
	1. gender		
	2. migrant status		
	3. limited English proficient		
	4. race/ethnicity		
	5. students with disabilities		
C.	Percentage of students not tested, disaggregated by:		
	1. gender		
	2. migrant status		
	3. limited English proficient		
	4. race/ethnicity		
	5. students with disabilities		
	6. socioeconomic status		

D.	<p>MEAP student achievement data compared to the state’s annual measurable objectives (i.e., target goals) for math and reading disaggregated by:</p> <ol style="list-style-type: none"> <li>1. limited English proficient</li> <li>2. race/ethnicity</li> <li>3. students with disabilities</li> <li>4. socioeconomic status</li> </ol>		
E.	<p>Most recent 2-year student achievement trend data, by subject area and grade level, tested on the MEAP.</p>		
F.	<p>Aggregate attendance data for all elementary and middle schools.</p>		
G.	<p>Percentage of students who graduated from high school with a diploma in the standard number of years.</p>		
H.	<p>AYP status of district and each school, including number and names of schools identified for improvement.</p>		
I.	<p>Data on professional qualifications of teachers including percentage of teachers with emergency and provisional certificates. Disaggregated data on number of highly qualified teachers related to the poverty concentration of the school.</p>		
<b>VIII. Private Schools</b>			
A.	<p>Private schools are notified annually by the district of services to private school students/teachers.</p>		
B.	<p>Private school representatives are included in program planning and evaluation of Title I, Title II (Part A and D), Title III and Title V.</p>		
C.	<p>The district and the private school have ongoing communication.</p>		
D.	<p>A needs assessment for the private school in the core academic curriculum areas is used to determine services.</p>		

## Title I Documentation for the On Site Review

Title I is expected to be an integral part of a school's P.A. 25, 335, and 339 plan for school improvement. Because most of the components required of an adequate Title I program are the same as those that must be addressed in a comprehensive school improvement effort, the documentation necessary to monitor that effort should provide nearly all the documentation expected by Title I. The following chart describes the kinds of documentation that normally would be employed to monitor the progress of school improvement and Title I. This documentation also will satisfy the requirements for on site visitations conducted by Department staff, who will utilize the *On Site Review Study Guide*.

<b>Program Area</b>	<b>Documentation</b>
Appropriate services to pupils	Evidence of adequate instruction based on pupil needs in core academic areas Evidence that program addresses extended time, enriches and accelerates regular curriculum, and minimizes pullout Staff schedules or other records to document use of staff time
Comprehensive needs assessment	Evidence of pupil assessment aligned to core curriculum Evidence of selection system to identify pupils failing to achieve core curriculum standards
Coordination with other programs	Records kept for district's own purposes
Core curriculum standards	Evidence of core curriculum Evidence of curriculum and instructional alignment Outcomes identified for each grade level and subject area
Evaluation	Evidence that achievement results are used for program analysis and improvement Evidence that program changes are made as needed
Implementation of Title I school improvement plan	Written plan used as basis for discussion
Neglected and Delinquent	Evidence of service based on pupil needs Evidence of program evaluation/improvement
Parent Involvement	Written communications to parents Evidence of annual meeting School-parent compact
Private Schools	Evidence of service based on pupil needs Evidence of program evaluation/improvement
Professional Development	Evidence that activities in written plan are being implemented
School-based decision making	Records of Title I/school improvement planning



# Web-Based Resources Section

Office of School Improvement  
Field Services Unit



## MDE Website Addresses

**MDE Home Page: [www.michigan.gov/mde](http://www.michigan.gov/mde)**

MDE Age 0-3 program	<a href="http://www.michigan.gov/0-3">http://www.michigan.gov/0-3</a>
MDE 21 <sup>st</sup> Century Grants	<a href="http://www.michigan.gov/21stcclc">http://www.michigan.gov/21stcclc</a>
MDE Early Childhood Education	<a href="http://www.michigan.gov/ece">http://www.michigan.gov/ece</a>
MDE Even Start	<a href="http://www.michigan.gov/evenstart">http://www.michigan.gov/evenstart</a>
MDE MDE-Grants	<a href="http://www.michigan.gov/mde-grants">http://www.michigan.gov/mde-grants</a>
MDE MEAP	<a href="http://www.michigan.gov/meap">http://www.michigan.gov/meap</a>
MDE MEAP-Secure Reporting	<a href="http://www.michigan.gov/meap-secure">http://www.michigan.gov/meap-secure</a>
MDE Mi Electronic Information System	<a href="http://www.michigan.gov/meis">http://www.michigan.gov/meis</a>
MDE MI Access (Special Ed)	<a href="http://www.michigan.gov/mi-access">http://www.michigan.gov/mi-access</a>
MDE Mi-Map	<a href="http://www.michigan.gov/mimap">http://www.michigan.gov/mimap</a>
MDE Mi School Readiness Program	<a href="http://www.michigan.gov/msrp">http://www.michigan.gov/msrp</a>
MDE National Assessment of Educational Progress	<a href="http://www.michigan.gov/naep">http://www.michigan.gov/naep</a>
MDE Nutrition	<a href="http://www.michigan.gov/nutrition">http://www.michigan.gov/nutrition</a>
MDE Office of Educational Assessment and Accountability	<a href="http://www.michigan.gov/oeaa">http://www.michigan.gov/oeaa</a>
MDE Field Services Unit	<a href="http://www.michigan.gov/osi">http://www.michigan.gov/osi</a>
MDE Office of School Improvement	<a href="http://www.michigan.gov/osi">http://www.michigan.gov/osi</a>
MDE-Erate Universal Service Fund	<a href="http://www.michigan.gov/erate">http://www.michigan.gov/erate</a>
MDE Administrative Law	<a href="http://www.michigan.gov/adminlaw">http://www.michigan.gov/adminlaw</a>
MDE Arts Education	<a href="http://www.michigan.gov/artsed">http://www.michigan.gov/artsed</a>
MDE Audit	<a href="http://www.michigan.gov/mdeaudit">http://www.michigan.gov/mdeaudit</a>
MDE Charter Schools	<a href="http://www.michigan.gov/charters">http://www.michigan.gov/charters</a>
MDE English Language Arts	<a href="http://www.michigan.gov/ela">http://www.michigan.gov/ela</a>
MDE Grade Level Content Expectations	<a href="http://michigan.gov/glce">http://michigan.gov/glce</a>
MDE K-12 Curriculum and Standards	<a href="http://www.michigan.gov/k-12">http://www.michigan.gov/k-12</a>
MDE Mathematics	<a href="http://michigan.gov/mathematics">http://michigan.gov/mathematics</a>
MDE Michigan Curriculum Frameworks	<a href="http://michigan.gov/mcf">http://michigan.gov/mcf</a>
MDE MDE Office of Financial Management	<a href="http://www.michigan.gov/mdeofm">http://www.michigan.gov/mdeofm</a>
MDE Mi Education Talent Bank	<a href="http://www.michigan.gov/metb">http://www.michigan.gov/metb</a>
MDE Office of Professional Preparation Services	<a href="http://www.michigan.gov/opps">http://www.michigan.gov/opps</a>
MDE Office of Special Education-Early Intervention Services	<a href="http://www.michigan.gov/ose-eis">http://www.michigan.gov/ose-eis</a>
MDE R.E.A.D.Y. Early Learning Kits	<a href="http://www.michigan.gov/ready">http://www.michigan.gov/ready</a>
MDE State Board of Education	<a href="http://www.michigan.gov/sbe">http://www.michigan.gov/sbe</a>
MDE School Law	<a href="http://www.michigan.gov/schoollaw">http://www.michigan.gov/schoollaw</a>
MDE Science	<a href="http://www.michigan.gov/science">http://www.michigan.gov/science</a>
MDE School Finance and School Law	<a href="http://michigan.gov/sfsl">http://michigan.gov/sfsl</a>
MDE Summer Food Services Program	<a href="http://www.michigan.gov/sfsp">http://www.michigan.gov/sfsp</a>
MDE Social Studies	<a href="http://www.michigan.gov/socialstudies">http://www.michigan.gov/socialstudies</a>
MDE Student Issues	<a href="http://michigan.gov/studentissues">http://michigan.gov/studentissues</a>
MDE Teacher Certification	<a href="http://www.michigan.gov/teachercert">http://www.michigan.gov/teachercert</a>

## Other resources:

- Title I, Part A – Policy Guidance  
[www.ed.gov/legislation/ESEA02/pg2.html](http://www.ed.gov/legislation/ESEA02/pg2.html)
- Title I, Part C  
[www.ed.gov/programs/mep/mepguidance2003.doc](http://www.ed.gov/programs/mep/mepguidance2003.doc)
- Title II, Part A – Guidance  
[www.ed.gov/programs/teacherqual/guidance.pdf](http://www.ed.gov/programs/teacherqual/guidance.pdf)
- North Central Regional Educational Laboratory  
[www.ncrel.org](http://www.ncrel.org)
- National Center for Education Statistics  
[www.nces.ed.gov](http://www.nces.ed.gov)
- U.S.D.A. memo for Title I/Free & Reduced Lunch (Child Nutrition Home Page)  
[www.fns.usda.gov/cnd](http://www.fns.usda.gov/cnd)

# FALL 2005 DIRECTORS' WORKSHOP EVALUATION

Handout Vv

- |  | Did not meet<br>Expectations |   |   |   | Met<br>Expectations |
|--|------------------------------|---|---|---|---------------------|
| 1. The meeting provided information that will be useful<br><i>Indicate most useful topics:</i>       | 1                            | 2 | 3 | 4 | 5                   |
| 2. The information provided was thorough and clearly presented<br><i>Comments:</i>                   | 1                            | 2 | 3 | 4 | 5                   |
| 3. The information was presented in an effective manner<br><i>Comments:</i>                          | 1                            | 2 | 3 | 4 | 5                   |
| 4. The presenters were well informed about the topics<br><i>Comments:</i>                            | 1                            | 2 | 3 | 4 | 5                   |
| 5. I am better prepared for my responsibilities as a result<br>of this workshop.<br><i>Comments:</i> | 1                            | 2 | 3 | 4 | 5                   |
| 6. Please indicate any additional information that you would have liked included in the meeting:     |                              |   |   |   |                     |
| 7. Please indicate topics that you think need additional clarification:                              |                              |   |   |   |                     |
| 8. Suggestions to improve the workshop:  |                              |   |   |   |                     |

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Title of your current position \_\_\_\_\_

Number of years in current position \_\_\_\_\_

Meeting Site \_\_\_\_\_

Name (optional) \_\_\_\_\_

District Name (optional) \_\_\_\_\_

**I would like to schedule an appointment with my consultant.**

**Phone number** \_\_\_\_\_