

## Handouts for 2011–12 Spring Workshop PowerPoint

Handout	Title	Slide Number
1	Prior Approval Requirements	8
2	Title I, Part A Parent Information Resource Center Memo	16
3	Equitable Access	31
4	Title I Targeted Assistance Rubric	34
5	Title I Schoolwide Program Rubric	37
6	Title II, Part A Frequently Asked Questions	50
7	Section 31a Worksheet Birth-Age 5	69
8	Section 31a Worksheet K-3	69
9	Section 31a Worksheet 4-12	69
10	Benefits to Private School Teachers and Students	93
11a & 11b	Sample Letters for Private, Non-Profit Program	99
12	Determining Private School Participation – Student Numbers	101
13	Allowable Uses of Funds for Private Schools	102
14	Title I and Homeless Question and Answer	107
15	Homeless Template for the Consolidated Application	112
Appendix A	Program Overview	
Appendix B	Generally Allowable Uses of Funds	
Appendix C	Workshop Evaluation	

# Office of Field Services

## Prior Approval Requirements for Use of Federal Grant Funds

The federal formula grant programs administered by the Office of Field Services (OFS) 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 OFS 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.
- Amendments to approved budgets must be submitted for prior approval by OFS 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 or delete staff or increase/decrease staff FTEs in its approved budget.
  - The district wishes to add a new function to its approved budget or new capital outlay items.
  - The sum of the expenditures that are over the approved amounts for individual functions will exceed 10% of the approved budget subtotal.
  - Applying for a new funding source.



STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING



JENNIFER M. GRANHOLM  
GOVERNOR

MICHAEL P. FLANAGAN  
SUPERINTENDENT OF  
PUBLIC INSTRUCTION

September 1, 2010

**MEMORANDUM**

TO: Local Educational Agency Superintendents, Public School Academy Directors, and Michigan Electronic Grants System Consolidated Application Main Contacts

FROM: Mike Radke, Ph.D., Director   
Office of Field Services

SUBJECT: Title I, Part A Parent Information Regarding the Michigan Parent Information & Resource Center (PIRC) in Holland, Michigan

The Michigan Department of Education (MDE), is required under Title I, Part A, Section 1118(g) of the *Elementary and Secondary Education Act of 1965* (ESEA) to ensure that Local Educational Agencies (LEAs) and schools receiving Title I, Part A funds are aware of the purpose of such centers. The PIRC exists to support and assist LEAs with Title I, Part A parental involvement requirements.

**What is a PIRC?**

A PIRC is Federally funded under the ESEA with the express purpose of working hand-in-hand with State and Federal programs, such as Title I, Part A, to provide information and resources for early childhood through high school parental involvement.

**What Does the PIRC Do?**

The purpose of the PIRC is to use Federal funding to help implement successful and effective parental involvement policies, programs and activities that lead to improvement in student academic achievement. It is intended to strengthen partnerships among parents, teachers, principals, administrators and other school personnel in order to meet the educational needs of children. For instance, PIRCs are involved in partnerships with the Parent Teacher Association at the National level, and PIRC representatives have worked to establish the "Parents as Teachers" program, [www.pta.org](http://www.pta.org).

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The PIRC also focuses on collaboration with MDE and LEAs to foster the implementation of the parental involvement requirements of Title I, Part A and provide assistance to schools and LEAs to address the parental involvement requirements of Title I, Part A legislation.

**Where is the Michigan PIRC Located and Who Should I Contact for More Information?**

Contact information for the Michigan PIRC is as follows:

Address: 11172 Adams Street  
Holland, MI 49423  
Director: Deanna Depree  
Phone: 616-396-7566, extension 116  
Website: [www.lifeservicessystem.org](http://www.lifeservicessystem.org)

Additional services can be found throughout the State. The PIRC is only one site, but PIRC funding can be found in many locations with many names. One site is The Guidance Center located in the downriver area of Detroit.

The MDE Office of Field Services encourages each LEA to contact the PIRC as you begin the new school year. They welcome your visit. Let them assist your LEA in determining how the PIRC can provide resources to better enable your LEA to meet the parental involvement requirements of Title I, Part A. More importantly, let PIRC representatives assist your LEA in building that strong partnership and relationship with parents that is key to increasing student academic achievement.

## Equitable Access

Section 427 of the General Education Revision Act requires each applicant for funds to include in its Consolidated Application a description of the steps the applicant proposes to take to ensure Equitable Access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. These descriptions although potentially related, are *different* statements than required in the Federal Assurances. Essentially the Assurance Statements address select Classes the organization agrees it will not discriminate against. An example of a properly worded statement of Assurance might read as follows: *“The Applicant hereby agrees that it will comply with all federal and Michigan laws and regulations prohibiting discrimination and, in accordance therewith, no person, on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap, shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U. S. Department of Education or the Michigan Department of Education.”* Applicants frequently repeat the Assurance Statements which is NOT the INTENT of the Equitable Access Section of the Consolidated Application. An actual example from a recently submitted Consolidated Application for a new PSA, in response to the description request to ...Describe how parents are insured equitable access to, and participation in, program services, reads: *“Gender, race, national origin, color, disability, or age will not prevent parents from access or participation in federally funded projects or activities.”*

First, note the generic examples and then review the examples taken from actual Applications as to how an applicant might satisfy the requirements of this Section in the Consolidated Application.

- An applicant that proposed to carry out a model science program for secondary students and is concerned that *girls* may be less likely than boys to enroll in the course, might indicate how it intends to conduct “outreach” efforts to girls, to encourage their enrollment.
- An applicant proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in Braille for students who are blind.
- An applicant that proposes to carry out an adult literacy projects serving among others, adults with limited English proficiency, might describe in its Application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

The narrative in the three sections of the Description of Equitable Access refers to ALL grant sources and stakeholders in the Application. Hence, a set of properly worded descriptions for the respective three categories (students, staff & parents/community) of stakeholders might read as indicated below:

- *Students* – Currently there are no barriers identified that would hinder student equitable access. Students are selected by examining results from assessments, attendance, behavioral referrals and at-risk surveys. Students are identified for participation and needing of intervention after falling below the following assessment benchmarks: Reading below grade level, scoring a 3 or 4 on our formative & summative assessments. Finally we will provide accommodations and options on all computers that address the needs of handicapped students (increased font, text-to-speech, etc)
- *Staff* – Currently there are no barriers that would hinder staff from equitable access. Staff is selected by looking at the number of students they have access to on a daily basis that have been identified as priority to receive Title funded services. In addition, staff professional development records are examined to ensure there will not be a duplication of professional development offered. Finally, all staff will have an equal opportunity to participate in program planning, in areas of expertise and certification and opportunities to apply for leadership positions.
- *Parents* – Currently there are no barriers that would hinder parents from participation in funded programs. We will provide information about our programs via multiple methods such as: community and parent meetings, school-wide distribution, door-to-door fliers, Public Service Announcements (radio and local cable) information packets shared with local churches, and other organizations. We will also provide information to potential participants in their native language and ensure the facility continues to meet local, state and federal codes for handicapped accessibility for our parents & and community members.

The preceding *examples* are intended to distinguish Assurances from descriptions of Equitable Access and should not be viewed as the only way to word the respective three categories addressing students, staff and parents/community. Each description should reflect the local circumstances and specify how equitable access will be ensured in both programs and services for stakeholder groups included in the budget detail of the Consolidated Application. Adherence to these guidelines will make it less likely the reviewing Consultant will have to return the Application for Modifications in this Section and expedite the possibility of making it substantially approvable. Please be sure to refer to the HELP button to further guide you responses to this Section of the Consolidated Application.

Michigan Department of Education  
Office of Field Services

9/11/09

Targeted Assistance Program  
Plan Rubric

School Name:		District/Academy Name:		Grade Levels of Targeted Assistance Program Plan:	
Contact Name:		Contact Telephone:		Contact E-Mail:	
Name of Reviewer:			Requirements Not Met	Meets All Requirements	Exceptional
Index of Targeted Assistance Program Components			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. Needs Assessment			<input type="checkbox"/>	<input type="checkbox"/>	
2. Services for Eligible Students			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Incorporated Into Existing School Program Planning			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Instructional Strategies			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Title I and Regular Education Coordination			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Instruction by Highly Qualified Staff (Teachers and Instructional Paraprofessionals)			<input type="checkbox"/>	<input type="checkbox"/>	
7. High-Quality and Ongoing Professional Development			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Strategies to Increase Parental Involvement			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Coordination of Title I and Other Resources			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Ongoing Review of Student Progress			<input type="checkbox"/>	<input type="checkbox"/>	
Signature of Reviewer:			Date Plan Reviewed:		

Requirements Not Met – Does not meet complete set of criteria in the “Meets All Requirements” Column.

Meets All Requirements – All criteria are met.

Exceptional – Includes all criteria from “Meets All Requirements” Column, plus additional criteria listed in the “Exceptional” Column.

Components of a Targeted Assistance Program Plan	Requirements Not Met	Meets All Requirements	Exceptional
<p><b>Index of Targeted Assistance (TA) Program Components – Based on Comments from our U. S. Department of Education (USED) Auditors</b></p>	<p>The TA program plan does not contain an index of page numbers that locates the required components.</p>	<p>The TA program plan contains an index of page numbers that locates the required components.</p>	<p>The TA program plan is part of the School Improvement Plan.</p> <p>It is evident that there is one plan that includes all requirements of a target assistance program, a State School Improvement plan (PA 25 S.C. 380.1277) <a href="http://www.legislature.mi.gov/documents/mcl/pdf/mcl-act-451-of-1976.pdf">http://www.legislature.mi.gov/documents/mcl/pdf/mcl-act-451-of-1976.pdf</a> and NCA/AdvancEd plan (if applicable).</p>

Comments:

Components of a Targeted Assistance Program Plan	Requirements Not Met	Meets All Requirements	Exceptional
<p><b>1. Needs Assessment</b></p> <p><b><u>Legislative Citation</u></b>  A description of how teachers, in consultation with parents, administrators, and pupil services personnel, in targeted assistance schools under section 1115, will identify the eligible children most in need of services under this part. [NCLB Act Sec. 1112(H)]</p> <p>ELIGIBLE CHILDREN FROM ELIGIBLE POPULATION.—From the population described in subparagraph (A), eligible children are children identified by the school as failing, or most at risk of failing, to meet the State’s challenging student academic achievement standards on the basis of multiple, educationally related, objective criteria established by the local educational agency and supplemented by the school, except that children from preschool through grade 2 shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures. [NCLB Act Sec. 1115(b)(1)(B)]</p> <p>CHILDREN INCLUDED—  IN GENERAL- Children who are economically disadvantaged, children with disabilities, migrant children or limited English proficient children, are eligible for services under this part on the same basis as other children selected to receive services under this part.  HEAD START, EVEN START, OR EARLY READING FIRST CHILDREN- A child who, at any time in the 2 years preceding the year for which the</p>	<p>The TA school does not describe in the program plan how it conducted the needs assessment and the process to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.</p> <p>The TA program plan does not list the multiple, educationally related, objective criteria established for the needs assessment process consistent by grade level and content area to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.</p> <p><b>If Appropriate:</b> The TA program plan does not describe the identification process for preschool through grade 2 if based solely on criteria such as, teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State’s challenging content and student performance standards.</p>	<p>The TA school describes in the program plan how it conducted the needs assessment and the process to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.</p> <p>The TA program plan lists the multiple, educationally related, objective criteria established for the needs assessment process consistent by grade level and content area to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.</p> <p><b>If Appropriate:</b> The TA program plan describes the identification process for preschool through grade 2 if based solely on criteria such as, teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State’s challenging content and student performance standards.</p>	

Components of a Targeted Assistance Program Plan	Requirements Not Met	Meets All Requirements	Exceptional
<p><b>1. Needs Assessment, cont.</b></p> <p>determination is made, participated in a Head Start, Even Start, or Early Reading First program, or in preschool services under this title, is eligible for services under this part.</p> <p>PART C (Migrant) CHILDREN- A child who, at any time in the 2 years preceding the year for which the determination is made, received services under part C (Migrant) is eligible for services under this part.</p> <p>NEGLECTED OR DELINQUENT CHILDREN- A child in a local institution for neglected or delinquent children and youth or attending a community day program for such children is eligible for services under this part.</p> <p>HOMELESS CHILDREN- A child who is homeless and attending any school served by the local educational agency is eligible for services under this part.</p> <p>[NCLB Act Sec. 1115(b)(2)]</p>			

Comments:

Components of a Targeted Assistance Program Plan	Requirements Not Met	Meets All Requirements	Exceptional
<p><b>2. Services for Eligible Students</b></p> <p><b><u>Legislative Citation</u></b>  A general description of the nature of the programs [NCLB Act Sec. 1112(b)(1)(I)]</p> <p>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. [NCLB Act Sec. 1115(c)(1)(A)]</p>	<p>Title I, Part A program services are not adequately described in sufficient detail to ensure supplemental assistance to eligible children who are failing, or most at risk of failing, to meet the state core curriculum standards in the four core academic areas.</p>	<p>Title I, Part A program services are adequately described in sufficient detail to ensure supplemental assistance to eligible children who are failing, or most at risk of failing, to meet the state core curriculum standards in the four core academic areas.</p>	<p>Title I, Part A program services are included as strategies in an action plan embedded within the School Improvement plan to address needs of eligible students.</p>

Comments:

Components of a Targeted Assistance Program Plan	Requirements Not Met	Meets All Requirements	Exceptional
<p><b>3. Incorporated Into Existing School Program Planning</b></p> <p><u>Legislative Citation</u>            Ensure that planning for students served under this part is incorporated into existing school planning.            [NCLB Act Sec. 1115(c)(1)(B)]</p>	<p>The TA program plan does not contain a description of how program planning for Title I, Part A students is incorporated into the existing School Improvement planning process.</p>	<p>The TA program plan contains a description of how program planning for Title I, Part A students is incorporated into the existing School Improvement planning process.</p>	<p>Title I, Part A program services identified are included in an action plan embedded within the School Improvement plan to address the needs of eligible students.</p>

Comments:

Components of a Targeted Assistance Program Plan	Requirements Not Met	Meets All Requirements	Exceptional
<p><b>4. Instructional Strategies</b></p> <p><b><u>Legislative Citation</u></b>  The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments.  [NCLB Act Sec. 1001]</p> <p>Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that—give primary consideration to providing extended learning time, such as an extended school year, before- and after-school, and summer programs and opportunities; help provide an accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school hours for instruction provided under this part.  [NCLB Act Sec. 1115(c)(1)(C)(i)(ii)(iii)]</p>	<p>The TA program plan does not include a description of instructional strategies in sufficient detail. The instructional strategies are not focused on helping <b>eligible</b> students who are failing or most at risk of failing to meet the state core curriculum standards in the four core curriculum academic areas.</p> <p>Specified instructional strategies are not scientifically research-based to ensure effective methods are utilized to improve student academic achievement.</p> <p>Insufficient evidence that extended (supplemental) learning time to help provide an accelerated, high quality curriculum is available. No mention of minimizing the removal of children from regular classrooms to deliver instructional strategies.</p>	<p>The TA program plan includes a description of instructional strategies in sufficient detail. The instructional strategies are focused on helping <b>eligible</b> students who are failing or most at risk of failing to meet the state core curriculum standards in the four core curriculum academic areas.</p> <p>Specific instructional strategies are scientifically research-based to ensure that effective methods will be utilized to improve student academic achievement.</p> <p>Ample evidence is provided that extended (supplemental) learning time to help provide an accelerated high quality curriculum is available. The program plan indicates that students are rarely pulled from their regular classroom and receive supplemental instruction through extended learning opportunities.</p>	<p>The school lists extensive extended (supplemental) learning time activities reflective of extended school year, before and after school as well as summer school program opportunities to enhance the learning of eligible TA identified students.</p>

Comments:

Components of a Targeted Assistance Program Plan	Requirements Not Met	Meets All Requirements	Exceptional
<p><b>5. Title I and Regular Education Coordination</b></p> <p><b><u>Legislative Citation</u></b>  (E) a description of how the local educational agency will coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as— Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs; and services for children with limited English proficiency. [NCLB Act Sec. 1112(E)(i)(ii)]</p> <p>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. [NCLB Act Sec. 1115(c)(1)(D)]</p>	<p>The TA program plan does not contain a description of ongoing coordination and integration between regular education and the supplemental Title I, Part A program including services for children with Limited English Proficiency, if applicable.</p> <p>The TA program plan does not include a description of the transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.</p>	<p>The TA program plan contains a complete description of ongoing coordination and integration between regular education and the supplemental Title I, Part A program including services for children with Limited English Proficiency, if applicable.</p> <p>The TA program plan includes a description of the transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.</p> <p>OR</p> <p>The school serves only middle school or high school grades and does not need to address preschool transitioning.</p>	<p>Coordination exists, not only between Title I and Regular education, but also with other programs. The School Improvement plan articulates how the school will use resources from other regular education sources to focus on the learning needs of the eligible TA students.</p> <p>The preschool transitioning program includes providing training to preschool parents and/or preschool teachers on the skills these students will need when they enter kindergarten.</p> <p>District/PSA provides resource materials for parents to use with their children over the summer.</p> <p>The plan addresses transition between the other grade spans / building levels.</p>

Comments:

Components of a Targeted Assistance Program Plan	Requirements Not Met	Meets All Requirements	Exceptional
<p><b>6. Instructional by Highly Qualified Staff</b></p> <p><b><u>Legislative Citation</u></b> Provide instruction by highly qualified teachers. [NCLB Act Sec. 1115(c)(1)(E)]</p> <p>LOCAL PLAN — As part of the plan described in section 1112, each local educational agency receiving assistance under this part shall develop a plan to ensure that all teachers teaching within the school district served by the local educational agency are highly qualified not later than the end of the 2005-2006 school year. [NCLB Act Sec. 1119(a)(3)]</p> <p>NEW PARAPROFESSIONALS.— IN GENERAL.—Each local educational agency receiving assistance under this part shall ensure that all paraprofessionals hired after the date of enactment of the No Child Left Behind Act of 2001 and working in a program supported with funds under this part shall have—completed at least 2 years of study at an institution of higher education; obtained an associate's (or higher) degree; or met a rigorous standard of quality and can demonstrate, through a formal State or local academic assessment—knowledge of, and the ability to assist in instructing, reading, writing, and</p>	<p>The TA program plan does not provide an assurance statement that all Title I, Part A instructional paraprofessionals meet the NCLB requirements.</p> <p>The program plan does not provide an assurance statement that all teachers are highly qualified.</p>	<p>The TA program plan provides an assurance statement that all Title I, Part A instructional paraprofessionals meet the NCLB requirements.</p> <p>The program plan provides an assurance statement that all teachers are highly qualified.</p>	

Components of a Targeted Assistance Program Plan	Requirements Not Met	Meets All Requirements	Exceptional
<p><b>6. Instructional by Highly Qualified Staff, cont.</b></p> <p>mathematics; or knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate.</p> <p>CLARIFICATION— The receipt of a secondary school diploma (or its recognized equivalent) shall be necessary but not sufficient to satisfy the requirements of paragraph (1)(C).</p> <p>EXISTING PARAPROFESSIONALS- Each local educational agency receiving assistance under this part shall ensure that all paraprofessionals hired before the date of enactment of the No Child Left Behind Act of 2001, and working in a program supported with funds under this part shall, not later than 4 years after the date of enactment satisfy the requirements of subsection (c). [NCLB Act Sec. 1119(c)-(d)]</p>			

Comments:

Components of a Targeted Assistance Program Plan	Requirements Not Met	Meets All Requirements	Exceptional
<p><b>7. High-Quality and Ongoing Professional Development</b></p> <p><b><u>Legislative Citation</u></b>            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.            [NCLB Act Sec. 1115(c)(1)(F)]</p> <p><b>See attached Section 9101 definition of professional development.</b></p>	<p>The TA program plan does not describe opportunities for ongoing and sustained professional development for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents and other staff who work with Title I, Part A eligible children in the TA program or in the regular education program.</p> <p>The TA program plan only includes a professional development calendar as the professional development program plan.</p>	<p>The TA program plan describes opportunities for ongoing and sustained professional development for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents and other staff who work with Title I, Part A eligible children in the TA program or in the regular education program.</p> <p>Specific professional development is articulated within the TA program plan.</p>	<p>The Title I, Part A professional development is embedded within a School Improvement action plan format.</p> <p>Every professional development event/activity described is directly focused on achieving the School Improvement plan goals and on improving teaching and student learning.</p>

Comments:

Components of a Targeted Assistance Program Plan	Requirements Not Met	Meets All Requirements	Exceptional
<p><b>8. Strategies to Increase Parental Involvement</b></p> <p><b><u>Legislative Citation</u></b> Provide strategies to increase parental involvement in accordance with section 1118, such as family literacy services. [NCLB Act Sec. 1115(c)(1)(G)]</p> <p>Section 1118(e)(1) through (5) and (14) and Section 1118(f) outline those activities in which a school SHALL engage:  (1) Assist parents in understanding the State’s content standards and assessments and how to monitor their child’s progress.  (2) Provide materials and training to help parents work with their children.  (3) Train staff to build effective parent involvement.  (4) Collaborate with other programs to coordinate parent involvement.  (5) Provide information in a format and language that parents can understand.  (14) Provide other reasonable support for parent involvement as parents may request.  (f) Provide full opportunities for participation of parents with Limited English Proficiency or with disabilities and for parents of migratory children.</p>	<p>Parents were not clearly involved in the design, implementation, and evaluation of the TA program plan.</p> <p>The school-level parent involvement policy is not attached to this plan.</p> <p>The plan does not contain a description of the activities outlined in Section 1118 (e) (1)-(5) and (14) and Section 1118 (f)</p> <p>The plan does not describe how it intends to evaluate the parent involvement activities.</p> <p>The plan does not include a description of the development of the school-parent compact.</p> <p>No assurance is provided that the compact is addressed annually at elementary-level parent teacher conferences.</p> <p>The school-parent compact is not attached.</p>	<p>Parents were clearly involved in the design, implementation, and evaluation of the TA program plan.</p> <p>The school-level parent involvement policy is attached to this plan.</p> <p>The plan contains a description of the activities outlined in Section 1118 (e) (1)-(5) and (14) and Section 1118 (f)</p> <p>The plan describes how it intends to evaluate the parent involvement activities.</p> <p>The plan includes the description of the development of the school-parent compact.</p> <p>An assurance is provided that the compact is addressed annually at elementary-level parent teacher conferences.</p> <p>The school-parent compact is attached.</p>	<p>A comprehensive parental involvement program plan addresses all parents, students, and teachers and describes a true partnership for learning between the home and school. A Parent Involvement Policy and a Parent Compact exist to further promote a variety of parent involvement activities which are aligned to demographic information and parent surveys.</p> <p>Parent involvement activities are aligned to parent involvement demographic information and parent surveys.</p>

Components of a Targeted Assistance Program Plan	Requirements Not Met	Meets All Requirements	Exceptional
<p><b>8. Strategies to Increase Parental Involvement, cont.</b></p> <p>SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT.—As a component of the school-level parental involvement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards Such compact shall—</p> <p>describe the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and</p>	<p>The plan does not meet comprehensive plan requirement #4: Describes how the school will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to the parent of a child who participates in the academic assessments required by State Plan Section 1111(b)(3).</p>	<p>The plan does meet comprehensive plan requirement #4: Describes how the school will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to the parent of a child who participates in the academic assessments required by State Plan Section 1111(b)(3).</p>	

Components of a Targeted Assistance Program Plan	Requirements Not Met	Meets All Requirements	Exceptional
<p><b>8. Strategies to Increase Parental Involvement, cont.</b></p> <p>address the importance of communication between teachers and parents on an ongoing basis through, at a minimum—parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; frequent reports to parents on their children's progress; and reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. NCLB Act Sec. 1118(d)</p> <p><b>See attached Section 1118 for complete description of parent involvement legislative requirements.</b></p>			

Comments:

Components of a Targeted Assistance Program Plan	Requirements Not Met	Meets All Requirements	Exceptional
<p><b>9. Coordination of Title I and Other Resources</b></p> <p><b><u>Legislative Citation</u></b>            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.            [NCLB Act Sec. 1115(c)(1)(H)]</p>	<p>The TA program plan does not describe the coordination and integration of Federal, State and local programs.</p> <p>The TA program plan does not coordinate with programs supported under NCLB in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.</p>	<p>The TA program plan describes the coordination and integration of Federal, State and local programs.</p> <p>The TA program plan coordinates with programs supported under NCLB in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.</p>	<p>Program plans exist describing how the school will use resources and other sources to implement TA program goals in conjunction with other agencies.</p> <p>The school's allocations and budgets of these compensatory resources are included in the plan.</p>

Comments:

Components of a Targeted Assistance Program Plan	Requirements Not Met	Meets All Requirements	Exceptional
<p><b>10. Ongoing Review of Student Progress</b></p> <p><b><u>Legislative Citation</u></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.  [NCLB Act Sec. 1115(c)(2)(B)]</p>	<p>The TA program plan does not describe how progress of participating children is reviewed, on an ongoing basis, to revise the TA program if necessary to <b>provide supplemental learning opportunities</b> to enable such children to meet the State's challenging student achievement standards.</p> <p>The TA program plan does not describe how progress of participating children is reviewed, on an ongoing basis, to revise the TA program if necessary to <b>provide training for teachers to identify students</b> who need additional assistance or training on how to implement student achievement standards in the classroom.</p>	<p>The TA program plan describes how progress of participating children is reviewed, on an ongoing basis, to revise the TA program if necessary to <b>provide supplemental learning opportunities</b> to enable such children to meet the State's challenging student achievement standards.</p> <p>The TA program plan describes how progress of participating children is reviewed, on an ongoing basis, to revise the TA program if necessary to <b>provide training for teachers to identify students</b> who need additional assistance or training on how to implement student achievement standards in the classroom.</p>	

Comments:

**“SEC. 1118. PARENTAL INVOLVEMENT.**

**“(a) LOCAL EDUCATIONAL AGENCY POLICY.—**

“(1) IN GENERAL.—A local educational agency may receive funds under this part only if such agency implements programs, activities, and procedures for the involvement of parents in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

“(2) WRITTEN POLICY.—Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy. The policy shall be incorporated into the local educational agency’s plan developed under section 1112, establish the agency’s expectations for parent involvement, and describe how the agency will—

“(A) involve parents in the joint development of the plan under section 1112, and the process of school review and improvement under section 1116;

“(B) provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance;

“(C) build the schools’ and parents’ capacity for strong parental involvement as described in subsection (e);

“(D) coordinate and integrate parental involvement strategies under this part with parental involvement strategies under other programs, such as the Head Start program, Reading First program, Early Reading First program, Even Start program, Parents as Teachers program, and Home Instruction Program for Preschool Youngsters, and State-run preschool programs;

“(E) conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under this part, including identifying barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies described in this section; and

“(F) involve parents in the activities of the schools served under this part.

**“(3) RESERVATION.—**

“(A) IN GENERAL.—Each local educational agency shall reserve not less than 1 percent of such agency’s allocation under subpart 2 of this part to carry out this section, including promoting family literacy and parenting skills, except that this paragraph shall not apply if 1 percent

of such agency's allocation under subpart 2 of this part for the fiscal year for which the determination is made is \$5,000 or less.

“(B) PARENTAL INPUT.—Parents of children receiving services under this part shall be involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities.

“(C) DISTRIBUTION OF FUNDS.—Not less than 95 percent of the funds reserved under subparagraph (A) shall be distributed to schools served under this part.

“(b) SCHOOL PARENTAL INVOLVEMENT POLICY.—

“(1) IN GENERAL.—Each school served under this part shall jointly develop with, and distribute to, parents of participating children a written parental involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

“(2) SPECIAL RULE.—If the school has a parental involvement policy that applies to all parents, such school may amend that policy, if necessary, to meet the requirements of this subsection.

“(3) AMENDMENT.—If the local educational agency involved has a school district-level parental involvement policy that applies to all parents, such agency may amend that policy, if necessary, to meet the requirements of this subsection.

“(4) PARENTAL COMMENTS.—If the plan under section 1112 is not satisfactory to the parents of participating children, the local educational agency shall submit any parent comments with such plan when such local educational agency submits the plan to the State.

“(c) POLICY INVOLVEMENT.—Each school served under this part shall—

“(1) convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;

“(2) offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;

“(3) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;

“(4) provide parents of participating children—

“(A) timely information about programs under this part;

“(B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and

“(C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and

“(5) if the schoolwide program plan under section 1114(b)(2) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

“(d) SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT.—As a component of the school-level parental involvement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. Such compact shall—

“(1) describe the school’s responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State’s student academic achievement standards, and the ways in which each parent will be responsible for supporting their children’s learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child’s classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and

“(2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum—

“(A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child’s achievement;

“(B) frequent reports to parents on their children’s progress; and

“(C) reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities.

“(e) BUILDING CAPACITY FOR INVOLVEMENT.—To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part—

“(1) shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State’s academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child’s progress and work with educators to improve the achievement of their children;

“(2) shall provide materials and training to help parents to work with their children to improve their children’s achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;

“(3) shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;

“(4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;

“(5) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;

“(6) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;

“(7) may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;

“(8) may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;

“(9) may train parents to enhance the involvement of other parents;

“(10) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;

“(11) may adopt and implement model approaches to improving parental involvement;

“(12) may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;

“(13) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and

“(14) shall provide such other reasonable support for parental involvement activities under this section as parents may request.

“(f) ACCESSIBILITY.—In carrying out the parental involvement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing

information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

“(g) INFORMATION FROM PARENTAL INFORMATION AND RESOURCE CENTERS.—In a State where a parental information and resource center is established to provide training, information, and support to parents and individuals who work with local parents, local educational agencies, and schools receiving assistance under this part, each local educational agency or school that receives assistance under this part and is located in the State shall assist parents and parental organizations by informing such parents and organizations of the existence and purpose of such centers.

“(h) REVIEW.—The State educational agency shall review the local educational agency’s parental involvement policies and practices to determine if the policies and practices meet the requirements of this section.

**SEC. 9101. DEFINITIONS.**

(34) PROFESSIONAL DEVELOPMENT- The term professional development' —

(A) includes activities that —

(i) improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;

(ii) are an integral part of broad schoolwide and districtwide educational improvement plans;

(iii) 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;

(iv) improve classroom management skills;

(v)(I) 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

(II) are not 1-day or short-term workshops or conferences;

(vi) support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;

(vii) advance teacher understanding of effective instructional strategies that are —

(I) based on scientifically based research (except that this subclause shall not apply to activities carried out under part D of title II); and

(II) strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and

(viii) are aligned with and directly related to —

(I) State academic content standards, student academic achievement standards, and assessments; and

(II) 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);

(ix) are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;

(x) 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;

(xi) 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;

- (xii) 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;
- (xiii) provide instruction in methods of teaching children with special needs;
- (xiv) include instruction in the use of data and assessments to inform and instruct classroom practice; and
- (xv) include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and

(B) may include activities that —

- (i) 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;
- (ii) 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
- (iii) 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.

Michigan Department of Education  
Office of Field Services

Schoolwide Plan Rubric

School Name:		District/Academy Name:		Grade Levels of Schoolwide Plan:	
Contact Name:		Contact Telephone:		Contact E-Mail:	
Name of Schoolwide Facilitator/Reviewer:			Requirements Not Met	Meets All Requirements	Exceptional
Index of 10 Components			<input type="checkbox"/>	<input type="checkbox"/>	
1. Comprehensive Needs Assessment			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Schoolwide Reform Strategies			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Instruction by Highly Qualified Professional Staff (Teachers and Instructional Paraprofessionals)			<input type="checkbox"/>	<input type="checkbox"/>	
4. Strategies to Attract High-Quality Highly Qualified Teachers to High Need Schools			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. High-Quality and Ongoing Professional Development			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Strategies to Increase Parental Involvement			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Preschool Transition Strategies			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Teacher Participation in Making Assessment Decisions			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Coordination and Integration of Federal, State and Local Programs and Resources			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluation			<input type="checkbox"/>	<input type="checkbox"/>	
Signature of Schoolwide Facilitator/Reviewer:			Date Plan Reviewed:		

Requirements Not Met – Does not meet complete set of criteria in the “Meets All Requirements” Column.

Meets All Requirements – All criteria are met.

Exceptional – Includes all criteria from “Meets All Requirements” Column, plus additional criteria listed in the “Exceptional” Column.

Index of 10 Components	Requirements Not Met	Meets All Requirements	
<p><b>Comprehensive Plan Requirement #1</b></p> <p><u>Legislative Citation</u>            IN GENERAL- Any eligible school that desires to operate a schoolwide program shall first develop (or amend a plan for such a program that was in existence on the day before the date of enactment of the No Child Left Behind Act of 2001), in consultation with the local educational agency and its school support team or other technical assistance provider under section 1117, a comprehensive plan for reforming the total instructional program in the school that — describes how the school will implement the components described in paragraph (1).            [NCLB Act Sec. 1114 (b)(2)(A)(i)]</p>	<p>The plan does not contain an index of page numbers that locates the 10 required components.</p>	<p>The plan must contain an index of page numbers that locates the 10 required components.</p>	

Comments:

10 Components of a Schoolwide Plan	Requirements Not Met	Meets All Requirements	Exceptional
<p><b>1. Comprehensive Needs Assessment</b></p> <p><b><u>Legislative Citation</u></b>  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). [NCLB Act Sec. 1114 (b)(1)(A)]</p> <p>Assesses the needs of the school relative to each of the components of the schoolwide program under Section 200.28 as described in section 200.26 (a)(ii).</p>	<p>The school does not document in the plan how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.</p> <p>It does not include information from all four measures of data— student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data.</p> <p>Goals are not connected to priority needs, the needs assessment, and portray a clear and detailed analysis of multiple types of data.</p> <p>The goals do not sufficiently address the needs of the whole school population, and special recognition is paid to meeting the needs of children who are disadvantaged.</p>	<p>The school must document in the plan how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.</p> <p>It includes information from all four measures of data— student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data.</p> <p>Goals are connected to priority needs, the needs assessment, and portray a clear and detailed analysis of multiple types of data.</p> <p>The goals sufficiently address the needs of the whole school population, and special recognition is paid to meeting the needs of children who are disadvantaged.</p>	<p>The description includes charts or graphs displaying the results of the data analysis.</p> <p>Examines community strengths and needs.</p> <p>Includes perception data from students, teachers and parents.</p>

Comments:

10 Components of a Schoolwide Plan	Requirements Not Met	Meets All Requirements	Exceptional
<p><b>2. Schoolwide Reform Strategies</b></p> <p><b><u>Legislative Citation</u></b>  Schoolwide Reform Strategies that 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); use effective methods and instructional strategies that are based on scientifically based research that—strengthen the core academic program in the school; 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 include strategies for meeting the educational needs of historically underserved populations;</p>	<p>Strategies are not described in sufficient detail and/or are not focused on helping ALL students reach the state's standards.</p> <p>Increases neither the quality nor quantity of instruction.</p> <p>Strategies do not reference research-based models.</p> <p>Reform strategies are not aligned with the comprehensive needs assessment findings.</p> <p>Provides a basic curriculum.</p>	<p>Strategies are described in sufficient detail and are focused on helping ALL students reach the state's standards.</p> <p>Strategies increase the quality and quantity of instruction, using research-based methods and strategies.</p> <p>Research-based reform strategies are aligned with the findings of the needs assessment.</p> <p>Provides an enriched and accelerated curriculum for select students with plans in place to move toward all students.</p>	<p>Strategies described are presented in an action plan format within the schoolwide plan.</p> <p>Provides a detailed, enriched and accelerated curriculum for all students.</p>

Comments:

10 Components of a Schoolwide Plan	Requirements Not Met	Meets All Requirements	Exceptional
<p><b>2. Schoolwide Reform Strategies, cont.</b></p> <p>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 ... address how the school will determine if such needs have been met; and are consistent with, and are designed to implement, the State and local improvement plans, if any. (NCLB Act Sec 1114 (b)(B)(i)(ii)(I)(II)(III)(iii)(I)(aa)(bb)(cc)(II)(iv)</p>	<p>Addresses the needs of select students and there is no clear plan in place that addresses how the school will determine if identified needs are met.</p> <p>Teachers are directed to meet student needs without specific strategies or approaches.</p> <p>The school does not clearly explain how its schoolwide plan is aligned to its State improvement plan (PA 25 S.C. 380.1277) and NCA/AdvancEd plan (if applicable); or The schoolwide plan does not appear to coordinate with State (PA 25 S.C. 380.1277) and local plan requirements.</p>	<p>Addresses the needs of all children in the school, but particularly the needs of students of target populations participating in the schoolwide program and moving toward meeting the needs of students representing all major subgroups participating in the schoolwide program.</p> <p>Briefly addresses how the school will determine if these needs are met.</p> <p>The school clearly explains how its schoolwide plan is aligned to its State improvement plan (PA 25 S.C. 380.1277) and NCA/AdvancEd plan (if applicable); or The schoolwide plan appears to coordinate with State (PA 25 S.C. 380.1277) and local plan requirements.</p>	<p>Addresses the needs of all children in the school, but particularly those who are low achieving, and meets the needs of students representing all major subgroups participating in the schoolwide program.</p> <p>Addresses specific strategies that assist teachers to determine if student needs are met.</p> <p>It is evident that there is one plan that includes all requirements of a schoolwide school plan, a State school improvement plan (PA 25 S.C. 380.1277) and NCA/AdvancEd plan (if applicable).</p> <p>Both identify research-based strategies that ALL classroom teachers will be using to help ALL students meet the State's academic standards.</p>

Comments:

10 Components of a Schoolwide Plan	Requirements Not Met	Meets All Requirements	Exceptional
<p><b>3. Instruction by Highly Qualified Professional Staff (Teachers and Instructional Paraprofessionals)</b></p> <p><b><u>Legislative Citation</u></b>  Instruction by highly qualified teachers. [NCLB Act Sec. 1114 (b)(1)(C)]</p> <p>LOCAL PLAN.--As part of the plan described in section 1112, each local educational agency receiving assistance under this part shall develop a plan to ensure that all teachers teaching within the school district served by the local educational agency are highly qualified not later than the end of the 2005-2006 school year. [NCLB Act Sec. 1119 (a)(3)]</p> <p>NEW PARAPROFESSIONALS.—  IN GENERAL.—Each local educational agency receiving assistance under this part shall ensure that all paraprofessionals hired after the date of enactment of the No Child Left Behind Act of 2001 and working in a program supported with funds under this part shall have—  completed at least 2 years of study at an institution of higher education; obtained an associate's (or higher) degree; or</p>	<p>The plan does not provide an assurance statement that all instructional paraprofessionals meet the NCLB requirements for instructional paraprofessionals.</p> <p>The plan does not provide an assurance statement that all teachers are highly qualified.</p>	<p>The plan provides an assurance statement that all instructional paraprofessionals meet the NCLB requirements for instructional paraprofessionals.</p> <p>The plan provides an assurance statement that all teachers are highly qualified.</p>	

Comments:

10 Components of a Schoolwide Plan	Requirements Not Met	Meets All Requirements	Exceptional
<p><b>3. Instruction by Highly Qualified Professional Staff (Teachers and Instructional Paraprofessionals), cont.</b></p> <p>met a rigorous standard of quality and can demonstrate, through a formal State or local academic assessment—  knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or  knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate.  CLARIFICATION— The receipt of a secondary school diploma (or its recognized equivalent) shall be necessary but not sufficient to satisfy the requirements of paragraph (1)(C).  [NCLB Act Sec. 1119 (c)]</p> <p>EXISTING PARAPROFESSIONALS- Each local educational agency receiving assistance under this part shall ensure that all paraprofessionals hired before the date of enactment of the No Child Left Behind Act of 2001, and working in a program supported with funds under this part shall, not later than 4 years after the date of enactment satisfy the requirements of subsection (c).  [NCLB Act Sec. 1119 (d)]</p>			

Comments:

10 Components of a Schoolwide Plan	Requirements Not Met	Meets All Requirements	Exceptional
<p><b>4. Strategies to Attract High-Quality Highly Qualified Teachers to High Need Schools</b></p> <p><u>Legislative Citation</u> Strategies to attract high-quality highly qualified teachers to high-need schools. [NCLB Act Sec. 1114 (b)(1)(E)]</p>	<p>The school has not identified the teacher-turnover rate.</p> <p>The school has not identified the experience level of key teaching and learning personnel.</p> <p>The school does not list specific initiative(s), at the district and school level, to attract and keep high quality teachers.</p> <p>If there is a high turnover rate, the school has not described any initiatives it has implemented to try and lower the rate.</p>	<p>The school has identified the teacher-turnover rate.</p> <p>The school has identified the experience level of key teaching and learning personnel.</p> <p>The school lists specific initiative(s), at the district and school level, to attract and keep high quality teachers regardless of the turnover rate.</p> <p>If there is a high turnover rate, the school has described some initiatives it has implemented to try and lower the rate.</p>	<p>The school lists many initiatives, at the district and school level, to attract and keep high quality teachers.</p>

Comments:

10 Components of a Schoolwide Plan	Requirements Not Met	Meets All Requirements	Exceptional
<p><b>5. High-quality and Ongoing Professional Development</b></p> <p><b><u>Legislative Citation</u></b>            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.            [NCLB Act Sec. 1114 (b)(D)]</p>	<p>Staff does not receive ongoing and sustained professional development that is aligned with the comprehensive needs assessment and with the goals of the school improvement plan.</p> <p>The school improvement plan only includes a professional development calendar as the professional development plan.</p>	<p>Staff receives ongoing and sustained professional development that is aligned with the comprehensive needs assessment and with the goals of the school improvement plan.</p> <p>Specific professional development is articulated within the plan.</p>	<p>The professional development plan is embedded within an action plan format.</p> <p>Every single professional development event/activity described is directly focused on achieving the schoolwide goals and on improving teaching and student learning.</p>

Comments:

10 Components of a Schoolwide Plan	Requirements Not Met	Meets All Requirements	Exceptional
<p><b>6. Strategies to Increase Parental Involvement</b></p> <p><b><u>Legislative Citation</u></b>  Strategies to increase parental involvement in accordance with section 1118 ... [NCLB Act Sec. 1114 (b)(1)(F)] (See Section 1118 attachment at the end of this rubric for complete description of parent involvement legislative requirements.)</p> <p>Section 1118 (e) (1) through (5) and (14) and Section 1118 (f) outline those activities in which a school SHALL engage:  (1) Assist parents in understanding the State's content standards and assessments and how to monitor their child's progress.  (2) Provide materials and training to help parents work with their children.  (3) Train staff to build effective parent involvement.  (4) Collaborate with other programs to coordinate parent involvement.  (5) Provide information in a format and language that parents can understand.  (14) Provide other reasonable support for parent involvement as parents may request.  (f) Provide full opportunities for participation of parents with Limited English Proficiency or with disabilities and for parents of migratory children.</p>	<p>Parents were not clearly involved in the design, implementation, and evaluation of the schoolwide plan.</p> <p>The plan does not include an assurance that a school-level parent involvement policy exists meeting NCLB requirements of Section 1118.</p> <p>The plan does not address the activities outlined in Section 1118 (e) (1)-(5) and (14) and Section 1118 (f)</p> <p>The schoolwide plan does not describe how it plans to evaluate the parent involvement component of the schoolwide plan.</p> <p>The school does not explain how the results of the evaluation will be used to improve the schoolwide program.</p>	<p>Parents were clearly involved in the design, implementation, and evaluation of the schoolwide plan.</p> <p>The plan includes an assurance that a school-level parent involvement policy exists meeting NCLB requirements of Section 1118. The policy is attached to this plan.</p> <p>Activities outlined in Section 1118 (e) (1) through (5) and (14) and Section 1118 (f) must be clearly included in the plan.</p> <p>The schoolwide plan describes how it plans to evaluate the parent involvement component of the schoolwide plan.</p> <p>The school explains how the results of the evaluation will be used to improve the schoolwide program.</p>	<p>The school-level parent involvement policy applies to the entire school population and their parents, and it clearly supports the goals and strategies outlined in the schoolwide plan.</p>

Comments:

10 Components of a Schoolwide Plan	Requirements Not Met	Meets All Requirements	Exceptional
<p><b>6. Strategies to Increase Parental Involvement, cont.</b></p> <p><u>Legislative Citation</u>  Strategies to increase parental involvement in accordance with section 1118 ... [NCLB Act Sec. 1114 (b)(1)(F)] (See section 1118 for complete description of parent involvement legislative requirements.)  Comprehensive Plan Requirement #4: [NCLB Act Sec. 1114 (b)(2)(A)(iv)]</p>	<p>The plan does not include a description of the development of the school-parent compact which addresses all parents, students, and teachers and describes a true partnership for learning between the home and school.</p> <p>The compact is not used annually at elementary-level parent teacher conferences.</p> <p>The school-parent compact is not attached.</p> <p>The plan does not meet comprehensive plan requirement #4: Describes how the school will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to the parent of a child who participates in the academic assessments required by Section 1111(b)(3).</p>	<p>The plan includes the description of the development of the school-parent compact which addresses all parents, students, and teachers; and describes a true partnership for learning between the home and school.</p> <p>The compact is used annually at elementary-level parent teacher conferences.</p> <p>The school-parent compact is attached.</p> <p>The plan meets comprehensive plan requirement #4: Describes how the school will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to the parent of a child who participates in the academic assessments required by Section 1111(b)(3).</p>	<p>Parent involvement activities are aligned to parent involvement demographic information and parent surveys; therefore, parent involvement activities will be beneficial to parent needs.</p>

Comments:

10 Components of a Schoolwide Plan	Requirements Not Met	Meets All Requirements	Exceptional
<p><b>7. Preschool Transition Strategies</b></p> <p><b><u>Legislative Citation</u></b> 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. [NCLB Act Sec. 1114 (b)(1)(G)]</p>	<p>The school does not have a plan for connecting with preschool age children that involves more than a once a year visitation to the kindergarten classroom.</p> <p>The preschool transitioning program does not include providing training to preschool parents and/or preschool teachers on the skills these students will need when they enter kindergarten.</p>	<p>The school has a plan for connecting with preschool age children that involves more than a once a year visitation to the kindergarten classroom.</p> <p>The preschool transitioning program includes providing training to preschool parents and/or preschool teachers on the skills these students will need when they enter kindergarten.</p> <p>OR</p> <p>The school serves only middle school or high school grades and does not need to address preschool transitioning.</p>	<p>The school has transition plans that are not limited to, but include inviting preschool children and their parents from a variety of preschool programs including GSRP, Head Start, tuition- based and ECDD as evidenced by flyers, mailings and invitations to kindergarten open house and sign in sheets.</p> <p>District School Improvement Team includes member of preschool program administered by PSA/school district. Evidence includes minutes of District School Improvement Team and sign in sheet indicates discussion of curriculum.</p> <p>District/PSA provides resource materials for parents to use with their children over the summer.</p> <p>Classroom observation by receiving kindergarten teacher.</p> <p>Classroom observation by preschool teacher.</p> <p>The plan addresses transition between the other grade spans/building levels.</p>

Comments:

10 Components of a Schoolwide Plan	Requirements Not Met	Meets All Requirements	Exceptional
<p><b>8. Teacher Participation in Making Assessment Decisions</b></p> <p><u>Legislative Citation</u> 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 academic achievement of individual students and the overall instructional program. [NCLB Act Sec. 1114 (b)(1)(H)]</p>	<p>The plan does not provide an assurance that teachers have input into the decisions regarding the use of school-based academic assessments.</p> <p>The plan does not provide an assurance that teachers are involved in student achievement data analysis to improve the academic achievement of all students.</p>	<p>The plan provides an assurance that teachers have input into the decisions regarding the use of school-based academic assessments.</p> <p>The plan provides an assurance that teachers are involved in student achievement data analysis to improve the academic achievement of all students.</p>	<p>A team of teachers, administrators and parents participate in the selection, use, and interpretation of school-based academic assessments.</p> <p>The plan provides for teacher professional development on how to analyze student achievement data and is used to drive classroom instruction.</p>

Comments:

10 Components of a Schoolwide Plan	Requirements Not Met	Meets All Requirements	Exceptional
<p><b>9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards</b></p> <p><u>Legislative Citation</u>            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. [NCLB Act Sec. 1114 (b)(1)(I)]</p>	<p>The school does not have a process in place to identify students experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.</p> <p>Timely, effective, additional assistance is not provided to assist students experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.</p>	<p>The school has a process in place to identify students experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.</p> <p>Timely, effective, additional assistance is provided to assist students experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.</p> <p>Differentiated instruction is articulated in the plan. It is clear that students' individual needs are being addressed in the classroom.</p>	<p>Integrated, cross-curricular instruction, designed to accommodate the needs of various learning styles is articulated in the plan.</p>

Comments:

10 Components of a Schoolwide Plan	Requirements Not Met	Meets All Requirements	Exceptional
<p><b>10. Coordination and Integration of Federal, State and Local Programs and Resources</b></p> <p><u>Legislative Citation</u>            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. [NCLB Act Sec. 1114 (b)(1)(J)]            Comprehensive Plan Requirements #2 and #3: [NCLB Act Sec. 1114 (b)(2)(A)(ii)(iii)]</p>	<p>All programs and resources are not coordinated and integrated toward the achievement of the schoolwide goals.</p> <p>The plan does not meet comprehensive plan requirement #2: Describes how the school will use resources under this part and from other sources to implement those components (only Title I resources are used).</p> <p>The plan does not meet comprehensive plan requirement #3: Includes a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the Schoolwide program.</p>	<p>All programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.</p> <p>The plan meets comprehensive plan requirement #2: Describes how the school will use resources under this part and from other sources to implement those components.</p> <p>The plan meets comprehensive plan requirement #3: Includes a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the Schoolwide program.</p>	<p>The school's allocations &amp; budgets of these compensatory resources are included in the plan.</p>

Comments:

10 Components of a Schoolwide Plan	Requirements Not Met	Meets All Requirements	Exceptional
<p><b>10. Coordination and Integration of Federal, State and Local Programs and Resources, cont.</b></p> <p><u>Legislative Citation</u>            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. [NCLB Act Sec. 1114 (b)(1)(J)] [NCLB Act Sec. 1114 (b)(1)(J)] Comprehensive Plan Requirements #2 and #3: [NCLB Act Sec. 1114 (b)(2)(A)(ii)(iii)]</p>	<p>The plan does not coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.</p>	<p>The plan coordinates and integrates the following Federal, State and local programs and services in a manner applicable to the grade level: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.</p>	<p>The school's allocations &amp; budgets of these compensatory resources are included in the plan.</p>

Comments:

Evaluation of Schoolwide Plan	Requirements Not Met	Meets All Requirements	
<p><b><u>Legislative Citation</u></b>  (c) Evaluation. A school operating a schoolwide program must –  (1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State’s annual assessments and other indicators of academic achievement;  (2) Determine whether the schoolwide program has been effective in increasing the achievement of students who had been furthest from achieving the standards; and  (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.  [Section 200.26(c) of the Title I Final Regulation]</p>	<p>The plan does not provide an evaluation process for meeting regulation 200.26(c).</p>	<p>The plan provides an evaluation process for meeting regulation 200.26(c).</p>	

Comments:

**“SEC. 1118. PARENTAL INVOLVEMENT.**

**“(a) LOCAL EDUCATIONAL AGENCY POLICY.—**

“(1) IN GENERAL.—A local educational agency may receive funds under this part only if such agency implements programs, activities, and procedures for the involvement of parents in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

“(2) WRITTEN POLICY.—Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy. The policy shall be incorporated into the local educational agency’s plan developed under section 1112, establish the agency’s expectations for parent involvement, and describe how the agency will—

“(A) involve parents in the joint development of the plan under section 1112, and the process of school review and improvement under section 1116;

“(B) provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance;

“(C) build the schools’ and parents’ capacity for strong parental involvement as described in subsection (e);

“(D) coordinate and integrate parental involvement strategies under this part with parental involvement strategies under other programs, such as the Head Start program, Reading First program, Early Reading First program, Even Start program, Parents as Teachers program, and Home Instruction Program for Preschool Youngsters, and State-run preschool programs;

“(E) conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under this part, including identifying barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies described in this section; and

“(F) involve parents in the activities of the schools served under this part.

**“(3) RESERVATION.—**

“(A) IN GENERAL.—Each local educational agency shall reserve not less than 1 percent of such agency’s allocation under subpart 2 of this part to carry out this section, including promoting family literacy and parenting skills, except that this paragraph shall not apply if 1 percent

of such agency's allocation under subpart 2 of this part for the fiscal year for which the determination is made is \$5,000 or less.

“(B) PARENTAL INPUT.—Parents of children receiving services under this part shall be involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities.

“(C) DISTRIBUTION OF FUNDS.—Not less than 95 percent of the funds reserved under subparagraph (A) shall be distributed to schools served under this part.

“(b) SCHOOL PARENTAL INVOLVEMENT POLICY.—

“(1) IN GENERAL.—Each school served under this part shall jointly develop with, and distribute to, parents of participating children a written parental involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

“(2) SPECIAL RULE.—If the school has a parental involvement policy that applies to all parents, such school may amend that policy, if necessary, to meet the requirements of this subsection.

“(3) AMENDMENT.—If the local educational agency involved has a school district-level parental involvement policy that applies to all parents, such agency may amend that policy, if necessary, to meet the requirements of this subsection.

“(4) PARENTAL COMMENTS.—If the plan under section 1112 is not satisfactory to the parents of participating children, the local educational agency shall submit any parent comments with such plan when such local educational agency submits the plan to the State.

“(c) POLICY INVOLVEMENT.—Each school served under this part shall—

“(1) convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;

“(2) offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;

“(3) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;

“(4) provide parents of participating children—

“(A) timely information about programs under this part;

“(B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and

“(C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and

“(5) if the schoolwide program plan under section 1114(b)(2) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

“(d) SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT.—As a component of the school-level parental involvement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. Such compact shall—

“(1) describe the school’s responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State’s student academic achievement standards, and the ways in which each parent will be responsible for supporting their children’s learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child’s classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and

“(2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum—

“(A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child’s achievement;

“(B) frequent reports to parents on their children’s progress; and

“(C) reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities.

“(e) BUILDING CAPACITY FOR INVOLVEMENT.—To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part—

“(1) shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State’s academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child’s progress and work with educators to improve the achievement of their children;

“(2) shall provide materials and training to help parents to work with their children to improve their children’s achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;

“(3) shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;

“(4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;

“(5) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;

“(6) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;

“(7) may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;

“(8) may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;

“(9) may train parents to enhance the involvement of other parents;

“(10) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;

“(11) may adopt and implement model approaches to improving parental involvement;

“(12) may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;

“(13) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and

“(14) shall provide such other reasonable support for parental involvement activities under this section as parents may request.

“(f) ACCESSIBILITY.—In carrying out the parental involvement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing

information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

“(g) INFORMATION FROM PARENTAL INFORMATION AND RESOURCE CENTERS.—In a State where a parental information and resource center is established to provide training, information, and support to parents and individuals who work with local parents, local educational agencies, and schools receiving assistance under this part, each local educational agency or school that receives assistance under this part and is located in the State shall assist parents and parental organizations by informing such parents and organizations of the existence and purpose of such centers.

“(h) REVIEW.—The State educational agency shall review the local educational agency’s parental involvement policies and practices to determine if the policies and practices meet the requirements of this section.



## Office of Field Services

Title II, Part A  
Frequently Asked Questions

The purpose of *Title II, Part A* is to increase the academic achievement of all students by helping schools and districts improve teacher and principal quality and ensure that all teachers are highly qualified.

In exchange, agencies that receive funds are held accountable to the public for improvements in academic achievement. *Title II, Part A* provides these agencies with the flexibility to use these funds creatively to address challenges to teacher quality, whether they concern teacher preparation and qualifications of new teachers, recruitment and hiring, induction, professional development, teacher retention, or the need for more capable principals and assistant principals to serve as effective school leaders.

Federal legislation and guidance outlining the local use of Title II, Part A funds can be found in a variety of sources including the *Elementary and Secondary Education Act of 1965* (ESEA), Title II, Part A Non-Regulatory Guidance, Education Department of General Administration Regulations (EDGAR) and Office of Management and Budget (OMB) Circulars including Circular A-87.

**Q1. What is meant by “high-quality professional development”?**

- A1. The term “high-quality professional development” means professional development that meets the criteria contained in the definition of professional development in *Title IX, Section 9101(34) of ESEA*. Such professional development includes, but is not limited to, activities that:
- Improve and increase teacher’s knowledge of academic subjects and enable teachers to become highly qualified;
  - Are an integral part of broad schoolwide and district educational improvement plans;
  - Give teachers and principals the knowledge and skills to help students meet the challenging State academic standards;
  - Improve classroom management skills;
  - Are sustained, intensive, and classroom-focused and are not one-day or short term workshops;
  - Advance teacher understanding of effective instruction strategies that are based on scientifically based research; and
  - Are developed with extensive participation of teachers, principal, parents, and administrators. [*ESEA Title II, Part A Non-Regulatory Guidance, October 5, 2006*]

**Q2. What is the relationship between professional development and the school improvement plan?**

A2 The planned professional development activities must be aligned to the identified needs and goals of the school improvement plan. The professional development must include activities that meet the criteria for scientifically based research [*ESEA, Section 9101(37)*].

**Q3. Can Local Educational Agencies (LEAs) use Title II, Part A funds for the purpose of training staff in Michigan’s content standards and expectations, curriculum and assessment?**

A3. Yes; however, Title II, Part A funds being used to support professional development may only be used to provide training to staff on the methodology (how to implement a planned strategy or program). Title II, Part A funds may not be used to pay costs associated with actual implementation of the learned methodology, e.g., allowed: training staff in how to effectively align the curriculum; not allowed: paying staff to write/actually align the curriculum; allowed: provide training in how to “unpack” the High School Content Expectations (HSCEs); not allowed: paying staff for the time involved to develop lesson plans using the HSCEs [*ESEA, Section 2123 (a)(3)(A)(ii)*].

**Q4. Does the requirement of “reasonable and necessary” apply to Title II, Part A funds?**

A4. Yes. LEAs must consider whether or not costs are reasonable and necessary. Several questions a district might ask when attempting to determine if a proposed cost is reasonable and necessary are, “Would stakeholders, such as parents and community members, challenge the amount of funds associated with the activity?” “Does the anticipated result of the activity merit the proposed expense?” “Are costs limited to those only absolutely necessary to carry out the activity?” [*OMB Circular A-87, Attachment A, Subsection C3*].

**Q5. Does the requirement of “supplement, not supplant” apply to Title II, Part A funding?**

A5. Yes. Title II, Part A funds must supplement and cannot supplant non-Federal funds that otherwise would be used for activities authorized under the *ESEA*. Professional development required by State legislation; the State required 5 days of professional development for all teachers; the additional 15 professional development days and mentoring requirements for all new teachers in their first three years of teaching, as well as professional development required by local board policy, cannot be funded with Title II, Part A funds.

Additionally, Title II, Part A costs cannot be used to offset professional development costs for some staff members or be used to fund professional

development activities that have been funded by the district in the prior year. *[ESEA, Section 2123 (10)(b) and ESEA Title II, Part A Non-Regulatory Guidance Questions E15 and E16].*

**Q6. Is a needs assessment required in order for an LEA to apply for Title II, Part A funds?**

A6. Yes. The LEA must use a comprehensive needs assessment to identify local teacher quality needs and should take into account: (1) The activities that the LEA must conduct in order to give teachers the means to provide all students with the opportunity to meet challenging State content and academic achievement standards; and (2) The activities that the LEA needs to conduct in order to provide principals the instructional leadership skills to help teachers provide all students with the opportunity to meet challenging State content and academic achievement standards. A needs assessment must be utilized to determine the use of Federal funds for class size reduction *[ESEA, Section 2122 (b)(11)(c)(1)(2) and ESEA Title II, Part A Non-Regulatory Guidance Questions D11, D17, and D18].*

**Q7. Should LEAs design professional development activities through a collaborative effort?**

A7. Yes. Professional development must be designed through a collaborative effort of all stakeholders (administration, staff, parents and, where applicable, students) based upon needs assessment data and aligned with the school improvement plan *[ESEA, Section 2122 (b (7) and ESEA Title II, Part A Non-Regulatory Guidance Question D12].*

**Q8. May LEAs use Title II, Part A for supplies and materials?**

A8. Yes. LEAs may use Title II, Part A funds to purchase only those supplies or instructional materials that are necessary for the participants to participate in the Title II, Part A professional development activity. This may be a currently-funded Title II, Part A activity, or the continuation of a previously-funded Title II, Part A training for which the LEA has retained appropriate documentation.

Title II, Part A does not permit the use of program funds to purchase materials and supplies that are not directly connected to teacher professional development such as classroom supplies and materials that are necessary to carry out implementation of a professional development activity *[ESEA Title II, Part A Non-Regulatory Guidance Question E10].*

Title II, Part A also does not permit the use of program funds to purchase materials and supplies that are not directly connected to a Title II, Part A funded registration fee or facilitator cost. The exceptions to these rules are: (1) the purchase of books to support a facilitated book study and (2) limited participant supplies and materials necessary to conduct an Intermediate

School District (ISD) facilitated/hosted training that has no registration or facilitator cost and that meets the professional development definition found in the response to Question 1.

**Q9. May LEAs use Title II, Part A funds to support professional learning communities (PLCs)?**

A9. Yes. Title II, Part A funds can be use to train staff on the constructs of the PLC and “how-to” effectively implement the associated protocols. Federal funds cannot be used to support PLC activities that develop products required for curriculum, instruction and/or assessment. The required data analysis for these products are also not allowable [*ESEA, Section 2123 (10)(b) and ESEA Title II, Part A Non-Regulatory Guidance Question E16*].

**Q10. Are State conferences allowable using Title II, Part A funds?**

A10. Yes, however all professional development must be driven by the needs assessment as developed by the LEA or the school [*Title II, Part A Non-Regulatory Guidance Question D18 and ESEA, Section 2122 (b)(8) and 2122 (b)(2)*].

**Q11. May LEAs use Title II, Part A funds to pay for grade-level meetings?**

A11. No, if the purpose is to conduct State-required activities or meet local board policy requirements [*ESEA, Section 2123 (10)(b) and ESEA Title II, Part A Non-Regulatory Guidance Question E16*].

**Q12. When may an LEA use Title II, Part A funds to pay for out-of-State-travel?**

A12. Legislation requires that all professional development activities support the school improvement plan, result in effective instructional strategies and are cost effective. To meet the requirements of cost effectiveness, the out-of-State travel should only take place when comparable training is not available in-State. The number of participants must be a small, representative group with the intention of implementing the trainer-of-trainer model. All costs must meet the requirement of reasonable and necessary [*ESEA, Section 2123 (a)(5)(B), ESEA Title II, Part A Non-Regulatory Guidance Question D18 and OMB Circular A-87*].

**Q13. What types of staff can participate in Title II, Part A professional development activities?**

A13. An LEA may use Title II, Part A funds to support professional development activities that improve the knowledge of teachers, principals and, in appropriate cases, paraprofessionals in core academic subjects, effective instructional strategies and use of State standards and assessments.

Title II, Part A funds may be used to provide training for teachers, principals and, in appropriate cases, paraprofessionals to address the needs of students with different learning styles and how to provide early and appropriate interventions.

Training may also include how to do the following: improve student behavior in the classroom, involve parents in their child's education, understand and use data and assessments to improve teaching and learning and integrate technology into curricula and instruction.

Principals and superintendents may participate in professional development activities designed to improve the quality of their work in such areas as management and instructional leadership.

Central Office staff involved in curriculum, instruction and assessment are also eligible to participate in Title II, Part A professional development [ESEA, Section 2123 (a)(3)(A) and 2123 (a)(6) and ESEA Title II, Part A Non-Regulatory Guidance Question E1].

**Q14. May LEAs use Title II, Part A funds to develop and implement initiatives to assist in recruiting highly qualified teachers?**

A14. Yes. Title II, Part A funds can be used to recruit highly qualified teachers which includes providing scholarships, signing bonuses, or other financial incentives, such as differential pay for teachers to teach in academic subjects in which there exists a shortage of highly qualified teachers within a school or within the LEA. Teaching positions that are identified on the list of "teacher shortages" as approved by the U.S. Department of Education (USED) and defined annually by the State of Michigan will be eligible for hiring under this provision [ESEA, Section 2123 (a)(2)(A) and (a)(2)(A)(ii) and ESEA Title II, Part A Non-Regulatory Guidance Question E1].

**Q15. May LEAs use Title II, Part A funds to assist teachers in becoming highly qualified in non-shortage areas?**

A15. Since legislation now requires all teachers assigned to non-shortage areas to meet highly qualified requirements, it is the district's and teacher's responsibility to cover the costs of becoming highly qualified.

**Q16. May an LEA use Title II, Part A funds to provide increased opportunities for minorities, individuals with disabilities, and other individuals underrepresented in the teaching profession?**

A16. Yes. Funds may be used to pay reasonable and necessary expenses to recruit these teachers and paraprofessionals, and can be used to assist them in obtaining certification through alternate route programs [ESEA, Section 2123 (a)(2)(c)(iii)(iv) and ESEA Title II, Part A Non-Regulatory Guidance Question E7].

**Q17. May LEAs use Title II, Part A funds for merit pay?**

A17. Yes. Merit pay is defined as performance-related pay. It provides an extra financial incentive for instructional staff that have exemplary performance according to measurable criteria. For teachers, the criteria must be based on specific, written criteria that are focused on a record of success in helping low achieving students improve their academic achievement. The record of success must be based on more than a year's growth in a year's time using multiple assessments. Additional requirements for merit pay include the following:

1. All teachers cannot receive merit pay. If all teachers receive incentives, then the criteria is not stringent enough.
2. Merit pay must include criteria outside of what is required for teacher evaluations. Receipt of merit pay should also require a positive annual teacher evaluation.
3. Merit pay cannot be written into a contract or hiring agreement unless it specifically states receipt is dependent on the availability of Federal funds and that the specific criteria must be met.
4. The growth requirement in Title II, Part A applies to specifically low achieving students.
5. The assessment and growth measures must be identified.
6. Eligible recipients are only instructional staff that engages in instruction in the four core academic areas. For example, an elementary art teacher would only be eligible if his/her instruction integrates English language arts or mathematics grade level content expectations with the intent of improving achievement in the lowest achieving students. In this scenario, the art teacher's performance would need to be gauged by reviewing the data of all students for which that teacher provides instruction. Similarly, a Title I teacher's merit pay performance would be gauged by the achievement of the Title I students for which that teacher provides services.
7. Title II, Part A merit pay must be supplemental and cannot be offered using Title II, Part A funds if it is available within the district using general funds or other local resources.
8. The maximum amount per teacher must be identified within the budget detail item. This amount must be reasonable [*ESEA, Section 2123 (a)(4)(D) and Title II, Part A Non-Regulatory Guidance Question E1*].

**Q18. May LEAs use Title II, Part A funds for teacher and principal retention?**

A18. Yes. The use of Title II, Part A funds for teacher and principal retention must be based on specific, written criteria that are focused on a record of success in helping low achieving students improve their academic achievement. If a Title II, Part A retention incentive is included in the board policy, the policy must state that receipt of Title II, Part A merit pay is based upon the availability of Federal funds.

For teachers, the criteria must define what assessments are used to determine a record of success for rewarding the teacher's accomplishment in helping low achieving students improve their academic achievement. The record of success criteria must be based on more than a year's growth in a year's time using multiple assessments for at least two consecutive years.

For principals, the criteria must use the overall academic performance of the school and specific subgroups to demonstrate a record of improving the academic achievement of all students, and particularly students from economically disadvantaged families, students from racial and ethnic minority groups and students with disabilities.

Title II, Part A retention pay must be supplemental and cannot be offered using Title II, Part A funds if it is available within the district using general funds or other local resources.

The teacher or principal must present a letter of intent to hire from the recruiting LEA in order to demonstrate the necessity for a retention incentive. This retention process can only occur one time *[ESEA, Section 2123 (a)(4)(C)(D)]*.

**Q19. May LEAs use Title II, Part A for teacher mentoring?**

A19. Yes. The mentoring activities funded under Title II, Part A must be supplemental to the State mentoring requirements and any mentoring requirements included in local board policy *[ESEA, Section 2123 (4)(A) and ESEA Title II, Part A Non-Regulatory Guidance Question E16]*.

**Q20. May LEAs use Title II, Part A funds for substitute teachers?**

A20. Yes. Use of Title II, Part A funds for substitute teachers must be reasonable and necessary. Funds may be used for substitute services for Title II, Part A class size reduction teachers and for substitute services for teachers who are participating in Title II, Part A-funded professional development activities.

The exception to this rule is in the event that the LEA requires substitute teachers in order to participate in an ISD facilitated/hosted training or training offered through a college/university partnership, that has no registration or facilitator cost. If it is in the school improvement plan and aligned to the needs assessment, these substitute costs can also be funded by Title II, Part A *[Title II, Part A Non-Regulatory Guidance Question E4]*.

**Q21. May LEAs use Title II, Part A funds for class size reduction?**

A21. Yes. The decision to reduce class size must be based on each school's comprehensive needs assessment. In Michigan, class size reduction is only allowed in grades K-3, with a ratio at least as low as 17 students to one

teacher, and the cohort of students must be preserved for at least two years. Additionally, instructional strategies must be specific to the needs of the cohort of students in the class size reduction classroom and the impact on achievement must be evaluated.

Prior to using Title II, Part A funds to reduce class size, the district's contractual obligations related to class size must be met. When the contract does not address class sizes, or the contract has ambiguous language, the Michigan Department of Education (MDE) will review the district's historical class size data to determine the number of generally funded teachers and class sizes in prior years.

Please refer to MDE's [class size reduction guidance](#) for additional information [*ESEA, Section 2123 (a)(2)(B), ESEA Title II, Part A Non-Regulatory Guidance Question E17, and Office of School Improvement/Field Services Unit Guidance for Use of Title II, Part A for Class Size Reduction*].

**Q22. May private school teachers, principals, and other educational personnel participate in the Title II, Part A program?**

A22. Yes. Private school teachers, principals, and other educational personnel are eligible to participate in Title II, Part A, to the extent that the LEA uses funds to provide for professional development for teachers and others.

For purposes of determining the amount of *Title II, Part A* funds that an LEA must make available for equitable services to private school teachers and other educational personnel, the statute has the LEA assume that it is spending at least as much for professional development under *Title II, Part A* as it did in FY 2001 under the Eisenhower Professional Development and Class-Size Reduction programs [*Title IX, Section 9501(b)(3)(B)*].

LEAs must provide private school children, their teachers, and other educational personnel with educational services on an equitable basis and in a timely manner. Services must be based on a needs assessment data which includes student academic achievement [*ESEA Title II, Part A Non-Regulatory Guidance Question G1 and G4*].

**Q23. Are LEAs required to solicit competitive bids for Title II, Part A professional development activities?**

A23. Competitive bids related to the use of Title II, Part A funds must follow local board policy, and the *EDGAR, Section 80.36*.

**Q24. Are LEAs required to obtain a contract for purchased services when using Title II, Part A funds?**

- A24. A LEA must maintain a contract administration system that ensures that contractors perform in accordance with the terms, conditions, and specifications of a contract. The contract (or purchase order) must include:
1. Clearly-defined deliverables
  2. Description of services to be performed or goods to be delivered
  3. Description of dates when services will be performed or goods delivered
  4. Description of locations where services will be performed or goods delivered
  5. Description of number of staff/parents (if appropriate) to be served
  6. Description of how the contract services will be evaluated

Invoices should be reviewed and approved before payment. There must be segregation of duties and invoices must have documented approvals. In addition, invoices must include description of:

1. Services performed or goods delivered
2. Dates services were performed or goods delivered
3. Location services were performed or goods delivered
4. Number of staff/parents (when appropriate) to be served
5. How the contract services will be evaluated

**Q25. May an LEA use Title II, Part A funds for University credit or State Board Continuing Education Units (SBCEUs)?**

- A25. Title II, Part A funds cannot be used for college credit that leads to a raise in the teacher or principal pay scale or is part of a degree program. If a teacher or principal is participating in training that offers SBCEUs, Title II, Part A funds can pay for the registration costs; however the teacher or principal must pay for the SBCEUs. SBCEUs and college credit that are used to maintain State continuing education requirements in order to maintain certification are not an allowable Title II, Part A expenditure.



Office of Field Services  
 Identification of Eligible Section 31a Students  
 Grades K–3 Worksheet

Note: Confidentiality requirements must be observed in providing access to individual student records.

School: \_\_\_\_\_ Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_ Year: \_\_\_\_\_

List students and check all areas that apply to determine eligibility for Section 31a services.

Name of Student	Core Academic Objectives Not Met (1 Area)		or	Risk Factors (2 Areas)					
	English Language / Communication Skills (English Language Arts)	Math Skills		Victim of Child Abuse or Neglect	Below Grade Level English Language Communication or Math	Pregnant Teen or Teen Parent	Eligible for Free / Reduced Lunch	Atypical Behavior or Attendance	Family History School Failure, Incarceration, or Substance Abuse
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# Office of Field Services Identification of Eligible Section 31a Students Grades 4–12 Worksheet

Note: Confidentiality requirements must be observed in providing access to individual student records.

School \_\_\_\_\_ Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_ Year: \_\_\_\_\_

List students and check all areas that apply to determine eligibility for Section 31a services.

Name of Student	MEAP (1 Area)			or	Risk Factors (2 Areas)					
	Level 3 or 4 English Language Arts (ELA)	Level 3 or 4 Math	Level 3 or 4 Science	Victim of Child Abuse or Neglect	Below Grade Level English Language Communication or Math	Pregnant Teen or Teen Parent	Eligible for Free Reduced Lunch	Atypical Behavior or Attendance	Family History School Failure, Incarceration or Substance Abuse	
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**THE NO CHILD LEFT BEHIND ACT OF 2001  
BENEFITS TO PRIVATE SCHOOL STUDENTS AND TEACHERS**

**U.S. Department of Education  
Office of Non-Public Education  
August 2002**

***The No Child Left Behind Act of 2001***

The Elementary and Secondary Education Act (ESEA), as reauthorized by the *No Child Left Behind Act of 2001*, provides benefits to private school students, teachers and other education personnel, including those in religiously affiliated schools. These services are considered to be assistance to students and teachers and not to private schools. The reauthorized ESEA requires the equitable participation of private school students, teachers and other education personnel in some of its major programs. Following are explanations of some of the law's provisions and brief summaries of relevant ESEA programs.

**What does *equitable participation* by private school students and teachers mean?**

The participation of private school students, teachers and other education personnel in the ESEA programs providing services to this population is governed by the Uniform Provisions in Title IX of ESEA, sections 9501-9504. Three of these programs contain their own provisions for the equitable participation of private school students and teachers, which differ, in some respects, from the Uniform Provisions. These are: Title I, Part A, Improving the Academic Achievement of the Disadvantaged; Title V, Part A, Innovative Programs; and Title V, Part D, Subpart 6, Gifted and Talented Students.

Under the Uniform Provisions, local education agencies (LEAs) or other entities receiving federal financial assistance are required to provide services to eligible private school children, teachers and other personnel consistent with the number of eligible children enrolled in private elementary and secondary schools in the LEA, or in the geographic area served by another entity receiving federal financial assistance. These services and other benefits must be comparable to the services and other benefits provided to public school children and teachers participating in the program and they must be provided in a timely manner.

To ensure equitable participation, the LEA or other entity receiving federal financial assistance must assess, address and evaluate the needs of private school students and teachers; spend an equal amount of funds per student to provide services; provide private school students and teachers with an opportunity to participate in activities equivalent to the opportunity provided public school students and teachers; and offer services that are secular, neutral and non-ideological.

**What *consultation* is required under the equitable participation provision?**

The Uniform Provisions contain requirements for timely and meaningful consultation between appropriate public and private school officials. The goal of the consultation process is to design

and implement a program that will provide equitable services and meet the needs of eligible private school students and/or teachers and other education personnel. Consultation between the entity receiving federal financial assistance and private school officials must occur before any decision is made that could affect the ability of private school students, teachers and other education personnel to receive benefits under ESEA and must continue throughout the implementation and assessment of activities. Consultation generally must include discussion on such issues as: how children's needs will be identified; what services will be offered; how and where the services will be provided; who will provide the services; how the services will be assessed and how the results of assessment will be used to improve those services; the amount of funds available for services; the size and scope of the services to be provided; and how and when decisions about the delivery of services will be made.

In addition, a thorough consideration of the views of private school officials on the provision of contract services through potential third-party providers must take place, and, where the entity receiving assistance disagrees with the views of the private school officials on the provision of services through a contract, the entity must provide a written explanation of the reasons why the entity has chosen not to use a contractor.

### **What *programs in the No Child Left Behind Act* require equitable participation by private school students and teachers?**

#### **Title I—Improving the Academic Achievement of the Disadvantaged**

- ***Title I, Part A—Improving Basic Programs Operated by LEAs***

Title I, Part A, provides supplementary instruction by public school teachers or through a third-party contractor to students who are educationally disadvantaged and failing or most at risk of failing to meet high academic standards, and who live in areas of high poverty. Instruction may take place during the school day, before or after school, or in the summer. Title I services may be provided on site at the private school, including religiously affiliated schools, or at other locations. (See Guidance on the Supreme Court's Decision in *Agostini v. Felton* and Title I (Part A) of ESEA at [www.ed.gov/legislation/ESEA/feltguid.html](http://www.ed.gov/legislation/ESEA/feltguid.html).) Funds are generated on the basis of the number of children from low-income families who reside in participating public school attendance areas and attend private schools. Private school students who reside within a Title I attendance area and who are failing or most at risk of failing to meet high academic standards are eligible for services.

Services may include a targeted, assisted pullout model, supplementary instruction, direct instruction, computer-assisted instruction, tutoring, counseling, family literacy and early childhood programs. In addition, the law requires equitable participation of private school teachers of Title I students in professional development activities and of parents of Title I students in parent involvement activities. Title I is not governed by the Uniform Provisions; it has its own requirements. Under Title I, LEAs are required to maintain a written affirmation signed by an official for each participating private school that the required consultation has occurred.

- ***Title I, Part B—Reading First***

Reading First provides funding to implement comprehensive reading instruction for children in kindergarten through third grade. Funds must be used for reading programs; instructional materials; professional development; administering screening, diagnostic and classroom-based reading assessments; collecting and reporting data; and promoting reading and library programs. Reading First is governed by the Uniform Provisions, and private school children in the areas served by public schools receiving Reading First funds are eligible for services.

- ***Title I, Part B, Subpart 3—Even Start Family Literacy***

Even Start Family Literacy provides funding to partnerships of LEAs and other public and private entities to support family literacy programs that integrate early childhood education, adult education, parenting education, and literacy activities for low-income families and their children from birth through age seven. The Even Start Family Literacy program is governed by the Uniform Provisions, and grant applicants are required to consult in a timely and meaningful manner with private schools in designing and implementing a program for school-aged students.

- ***Title I, Part C—Migrant Education***

Migrant Education provides financial assistance to improve the education for migrant children. State education agencies (SEAs) provide services and activities either directly or through subgrants to local operating agencies (LOAs), which can be either an LEA or a public or nonprofit private agency. The Migrant Education program is governed by the Uniform Provisions and requires the equitable participation of private school migrant students and their teachers, and other education personnel in schools located in targeted areas.

## **Title II—Preparing, Training, and Recruiting High Quality Teachers and Principals**

- ***Title II, Part A—Teacher and Principal Training and Recruiting Fund***

The Teacher and Principal Training and Recruiting Fund provides assistance for preparing, training, recruiting and retaining high-quality teachers. This program is governed by the Uniform Provisions, but the amount of funding available for services to private school personnel is governed by Section 9501 (b) (3), which requires equitable participation of private school teachers and other education personnel to the extent that the LEA uses its funds for professional development. For the purposes of determining the amount of program funds to be made available for services to private school teachers, the law "imputes" a minimum amount of program funds devoted to professional development as the total amount spent in fiscal year 2001 for professional development under the predecessor Eisenhower Professional Development Program and the Class Size Reduction Program. Activities may include improving teachers' knowledge in the core academic subjects and effective instructional teaching strategies; technology integration

training; teaching students with different learning styles; using assessments to improve instruction and student outcomes; involving parents more effectively; and educational leadership development.

- ***Title II, Part B—Mathematics and Science Partnerships***

The Mathematics and Science Partnerships program provides funds to improve mathematics and science teaching through a variety of activities. At the current appropriations level, partnerships must include an SEA; an engineering, math or science department of an institution of higher education (IHE); and a high-need LEA. Private schools may be members of these partnerships. Activities include professional development; stipends and scholarships for advanced coursework in mathematics, science or engineering; and programs to bring math and science teachers into contact with working scientists, mathematicians and engineers. This program is administered jointly with the National Science Foundation. The Mathematics and Science Partnerships program is governed by the Uniform Provisions and requires the equitable participation of teachers who teach in private schools located in school districts where grants are awarded.

- ***Title II, Part D—Enhancing Education Through Technology***

The Enhancing Education Through Technology program provides funds for innovative initiatives to support the integration of educational technology into classrooms to improve teaching and learning. Activities include professional development in technology integration and the use of the Internet; distance learning initiatives; acquiring educational technology; and using technology to enhance parental involvement. This program is governed by the Uniform Provisions and requires the equitable participation of students and teachers in private schools located in school districts where grants are awarded.

### **Title III—Language Instruction for Limited English Proficient and Immigrant Students**

- ***Title III, Part A—English Language Acquisition, Language Enhancement and Academic Achievement***

The English Language Acquisition, Language Enhancement and Academic Achievement program provides funds for helping limited English proficient (LEP) children attain English proficiency and meet the same challenging state academic standards as all children are expected to meet. Funds must be used for increasing the English proficiency of LEP children by providing high-quality language instruction and high-quality professional development. Private school students and teachers whose schools are located within an LEA that receives a subgrant from the state are eligible to participate in this program, as required by the Uniform Provisions.

## **Title IV—21st Century Schools**

- ***Title IV, Part A—Safe and Drug-Free Schools and Communities***

The Safe and Drug-Free Schools and Communities Act supports programs that foster a safe and drug-free learning environment. Authorized activities include drug, violence and suicide prevention programs; professional development and training; developing school security plans; conflict resolution, community service and character education programs; family involvement activities; counseling; mentoring; and emergency intervention services. The Uniform Provisions for the equitable participation of private school students apply to the Safe and Drug-Free Schools program, including the competitive grant programs awarded directly by the Department (National Coordinator program, Community Service Grant, Grants to Reduce Alcohol Abuse, and Mentoring programs).

- ***Title IV, Part B—21st Century Community Learning Centers***

The 21st Century Community Learning Centers (21st CCLC) program provides before- and after-school (including summer) services to children and their families that include academic enrichment activities, particularly for students who attend low-performing schools, to help them meet state and local student performance standards in core academic subjects. Activities may include remedial education, academic enrichment, art, music, tutoring, mentoring, recreation, technology, drug and violence prevention, counseling, character education and family literacy. The Uniform Provisions apply to the 21st CCLC program and require the equitable participation of private school students, teachers and other education personnel who are part of the target population.

## **Title V—Promoting Informed Parental Choice and Innovative Programs**

- ***Title V, Part A—Innovative Programs***

Innovative Programs support education reform and innovative school improvement programs to improve school, student and teacher performance. Private school students, teachers and other education personnel may receive professional development, library materials, educational equipment, and repair and minor remodeling or construction of school facilities. Other activities may include community service programs; consumer education; purchase of computer hardware and software; programs to hire and support school nurses; school-based mental health services; programs for cardiopulmonary resuscitation training in schools; and parent and community involvement. The program has its own provisions for the equitable participation of private school students, teachers and other education personnel (section 5142).

-

### ***Title V, Part D, Subpart 6—Gifted and Talented Students***

The Gifted and Talented Students program provides funding for demonstration projects in activities designed to enhance the ability of schools to meet the special education needs of gifted and talented students (including economically disadvantaged individuals, individuals with limited English proficiency, and individuals with disabilities). Activities include training of personnel in the education of gifted and talented students and, where appropriate, in the use of gifted and talented services, materials and methods for all students. The program has its own provisions for the equitable participation of private school students, teachers and other education personnel. They require the Secretary to ensure, where appropriate, that provision is made for the equitable participation of students and teacher in private schools, including the participation of teachers and other personnel in professional development programs serving such students.

#### **Note:**

For several programs discussed above and a few other programs, community and faith-based organizations, including private schools, may apply directly for a grant. For information on those programs, please visit the Faith-Based and Community Initiatives Web site at [www.ed.gov/about/inits/list/fbci/index.html](http://www.ed.gov/about/inits/list/fbci/index.html).

#### **Further Information**

For additional information on the *No Child Left Behind Act of 2001*, other federal programs affecting private schools, private school statistics, publications, Internet links to the private school community and other resources, visit the Office of Non-Public Education Web site at <http://www.ed.gov/print/about/offices/list/oii/nonpublic/index.html>.

**Address:** Office of Non-Public Education  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-3600

**Phone:** (202) 401-1365

**Fax:** (202) 401-1368

**E-mail:** [OIIANon-PublicEducation@ed.gov](mailto:OIIANon-PublicEducation@ed.gov)

**Web site:** <http://www.ed.gov/print/about/offices/list/oii/nonpublic/index.html>

**For inquiries or comments, email: Office of Non-Public Education**

# 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]:

Community Public Schools invites you to participate in the following federal programs during the 2011-2012 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 2011-12. 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 2011-2012

\_\_\_\_ 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

Handout 11b

# Community Public Schools

123 Learning Avenue  
Schooltown, 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 2011-2012 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 2011-12. 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

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  
2011-2012

\_\_\_\_ 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

# Determining Private School Participation— Student Numbers

<p>Private School Students <b>Residing Within</b> District Boundaries (who attend a private school within or outside of district boundaries)</p>	<p>Students <b>Attending</b> Private School Within District Boundaries (regardless of their residency)</p>
<p>Title I, Part A</p> <p><b><u>Funding Generated By:</u></b></p> <ul style="list-style-type: none"> <li>• Low-income students who reside in a Title I school attendance area</li> <li>• Would attend a Title I school?</li> </ul> <p><b><u>Students Eligible to be Served:</u></b></p> <ul style="list-style-type: none"> <li>• Identified by a Needs Assessment for achievement below standard and reside in a Title I school attendance area*</li> </ul>	<p>Title I, Part C</p> <ul style="list-style-type: none"> <li>• Meet criteria for migrant?</li> <li>• Meet priority for services?</li> </ul> <p>Title II, Part A</p> <p>Title II, Part D</p> <p>Title III, Part A</p> <ul style="list-style-type: none"> <li>• Meet criteria for LEP/Immigrant?</li> <li>• Completes Home Language Survey?</li> </ul> <p>Title V, Part A</p>

- Eligible student not required to be low-income

## 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>	No	No	No	No	No	No
<b>Salaries of district staff who service private school</b>	Yes	Yes	Yes, if providing professional development	Yes, if providing professional development	Yes	Yes
<b>Substitutes for ANY reason</b>	No	No	No	No	No	No
<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	Yes	Yes	Yes	Yes	Yes	Yes
<b>Purchase of Computers</b>	Yes, if exclusively for use by Title I students	Yes, if exclusively for use by Migrant students	No	Yes	Yes, if exclusively for use by LEP students	Yes
<b>Supplies</b>	Yes, for Title I students	Yes, for Migrant students	Yes, for professional development	Yes, for tech support and professional development	Yes, for LEP students	Yes
<b>Class Size Reduction</b>	No	No	No	No	No	No
<b>Professional Development</b>	Yes, for assisting Title I students	Yes, for assisting Migrant students	Yes	Yes	Yes, for assisting LEP students	Yes

## Title I and Homeless: Coordination Between Title I Legislation and McKinney-Vento

### Michigan Department of Education Office of Field Services

**Purpose Statement:** This Question and Answer (Q&A) document provides clarification of the Title I, Part A requirements for support to the children and youth experiencing homelessness. Information in this document also serves to assist districts in implementing required coordination efforts between Title I and McKinney-Vento legislation.

#### **Q1. How does a district define a homeless student?**

**A1.** The district must use the definition of homeless as found in the McKinney-Vento legislation.

For purposes of this subtitle:

- (1) The terms 'enroll' and 'enrollment' include attending classes and participating fully in school activities.
  - (2) The term `homeless children and youths'--
    - (a) Means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a) (1)); and
    - (b) Includes:
      - (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
      - (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));
      - (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
      - (iv) migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).
- [McKinney-Vento Sec.725(1)(2)]

**Q2. When determining the Title I required reservation for homeless students, do districts count only the homeless students in non-Title I schools?**

**A2.** Title I legislation states that a local educational agency (LEA) shall reserve Title I funds as are necessary to provide services to homeless children not attending Title I schools\* comparable to those services provided to children attending Title I schools. It is important to remember, however, that all homeless students in Title I schools (targeted assistance as well as schoolwide) are eligible for Title I services. See also Q&A 7 information on “anticipated costs” for homeless students.  
[Title I Sec. 1113(c)(3)(A)]

**\*Note:** There are two exceptions to the rule: 1) districts that are 100 percent Title I do not have to reserve Title I money for homeless students (i.e., single building school districts/Public School Academies (PSAs)); and 2) LEAs with no homeless students are not expected to set aside any Title I funding for the population; however, the district should review identification and outreach procedures for homeless students for McKinney-Vento compliance.  
[May 2010 NCLB Advisor and McKinney-Vento Sec. 722 (g)(6)(A) (i) and (v)]

**Q3. How does the district determine the appropriate reservation for homeless students attending non-Title I schools?**

**A3.** Even though a district can determine its own formula for calculating the homeless reservation, four methods are available for consideration in collaboration with district homeless liaison or additional stakeholders if federal program coordinator and homeless liaison is the same person:

- Method 1: Identify homeless students’ academic and/or additional educationally related needs, and determine a reasonable amount in collaboration with district homeless liaison or additional stakeholders.
- Method 2: Obtain count of homeless students; identify academic needs and/or additional educationally related needs and multiply by the district’s Title I, Part A per pupil allocation or by the average per pupil allocation.
- Method 3: Reserve an amount of funds greater than or equal to the amount of an LEA’s McKinney-Vento sub-grant total, if applicable.
- Method 4: Reserve a specific percentage based on your district’s poverty level or total Title I, Part A allocation.

Whatever method the district chooses, the Michigan Department of Education (MDE) Office of Field Services (OFS), recommends the following preliminary action steps so that requirements for coordination between Title I McKinney-Vento and Title I are in compliance.

### **Step 1: Identification of Homeless**

The staff person identified by the district as its McKinney-Vento homeless liaison must follow the McKinney-Vento legislation Sec.722(g)(6) to identify the homeless students and as described in Q&A 1. The identification process consists of identification through school personnel and through coordination activities with other entities and agencies.

### **Step 2: Needs Assessment Analysis**

Based on the district's comprehensive needs assessment (CNA), the data related to homeless needs (academic, pupil support services, and non-academic) are analyzed. The district's homeless liaison should participate in the data analysis along with other stakeholders involved in the CNA process.

### **Step 3: Comparable Services as a Basis for Homeless Reservation**

The reservation for homeless students attending non-Title I schools must first, be based on the identified services provided to ALL Title I students and second, may also be based on additional services for homeless not typically offered to all Title I students. "Comparable services" for homeless students attending non-Title I schools are then based on how the district chooses to provide services in its Title I schools.

**Example 1.** If a district provides only academic support to its Title I students, and chooses not to include additional services for homeless students in its Title I schools because those services are available from funding sources other than Title I, then "comparable services" for homeless students attending non-Title schools are limited only to academic support.

**Example 2.** If a district chooses to not only provide academic support for its Title I students but also provides additional services (from Title I) for homeless students not typically offered to all Title I students, then the combination of services is defined as, "comparable services." If a district does choose to include additional services from Title I for homeless students as part of its "comparable services," the following information must first be considered:

Additional Title I costs not typically offered to all Title I students may only be considered after it has been determined that available resources from the following options have been exhausted:

- (A) District policies that address the availability of funding miscellaneous expenses for ALL students with extenuating financial circumstances (Title and non-Title students)\*\*;
- (B) Availability of funds through a regional McKinney-Vento grant, and
- (C) Availability of community and private resources.

If all options for funding are exhausted, then the district makes a determination of what additional services for homeless students could be funded from Title I, based on the size of the Title I allocation and the federal requirement of "reasonable and necessary." Documentation must be on file to verify that all means are documented for obtaining non-Title I resources before Title I funds can be expended.

**\*Note:** It is recommended that the homeless liaison be responsible for coordinating efforts to obtain non-academic needs for homeless students not typically offered to all Title I students (this may be done in consultation with a regional McKinney-Vento Grant Coordinator). The homeless liaison should be prepared to discuss the availability or non-availability of additional resources for homeless students so that "comparable services" between students served in Title I schools and homeless students served in non-Title I schools can be established.

**\*\*Alert:** A supplement/supplant question would arise if Step 3, Example 2, Item A costs for homeless students were excluded and funded with federal funds.

#### **Step 4: Documenting the Reservation Method/Formula**

Districts are required to have the homeless formula on file. (See Q&A 3 for list of suggested methods to determine a formula.) Included in the documentation must be a written rationale that supports the method selected to develop the homeless reservation formula.

[Title I Sec. 1113, 1114, 1115 and USED communication to MDE]

#### **Q4. What are allowable Title I costs?**

**A4.** There are two types of allowable costs: 1) Educationally related services for ALL Title I students, and 2) Educationally related services **not** typically allowable for ALL Title I students, but in certain circumstances may be allowable for homeless students.

1. Allowable costs for homeless students in non-Title I schools that are generally considered comparable services for ALL Title I students include academic services such as tutoring during the school day, extended day, summer school; transportation costs back home from a Title I funded tutoring program after school.

[Title I Sec. 1115]

Allowable pupil support services include:

- Supplemental social work or counseling services
- Health related services for ALL Title I students may be allowed if funds are not reasonably available from public or private sources. Then, as a last resort, health, nutrition and other social services may be provided such as the provision of basic medical equipment

including eyeglasses and hearing aids, student's school related nutritional needs, immunizations and, dental needs.  
[Title I Sec. 1115(e)(2)(A)(B)(i) and communication with USED]

2. Educationally related services **not** typically allowable for ALL Title I students may be allowable for homeless students to ensure that they can participate in required academic activities are listed below. But before the services/costs are allowable, the following options **must** first be considered AND determined that available resources from these options have been exhausted: (a) District policies that address the availability of funding miscellaneous expenses for ALL students with extenuating financial circumstances (Title and non-Title students); (b) Availability of funds through a regional McKinney-Vento grant and (c) Availability of community and private resources.

- Items of clothing to meet a school's dress or uniform requirement;
- Clothing and shoes necessary to participate in physical education classes;
- Student fees that are necessary to participate in the general education program;
- Personal school supplies such as backpacks and notebooks;
- Birth certificates necessary to enroll in school;
- Tutoring services, especially in shelters or other locations where homeless students live;
- Parental involvement specifically oriented to reaching out to parents of homeless students;
- Fees for SAT/ACT testing (third attempt).
- Cost of GED for an unaccompanied youth.
- Costs for attaining a GED for parents participating in Head Start or Even Start
- Graduation cap and gown

[McKinney-Vento Guidance and communication with USED]

3. Non-allowable Title I costs:
- Physicals for sports participation
  - Clothing for student's parents
  - Money for housing
  - Prom dress
  - Transportation except as described in response 4(a)1
- [McKinney-Vento Guidance and Communication with USED]

**Q5. Who would be responsible for coordinating and obtaining the educationally related resources for homeless students not typically allowed for all Title I students?**

**A5.** It is a district decision who would coordinate and obtain these resources for homeless students but it is recommended that the district homeless liaison assume this responsibility as part of the required coordination efforts

between McKinney-Vento and Title I, keeping in mind that the responsibilities of the local liaison include serving as one of the primary contacts between homeless families and school staff, district personnel, shelter workers, and other service providers.

[MDE/OFS Decision and McKinney-Vento Guidance]

**Q6. Is a homeless reservation required if homeless students in non-Title I schools do not require academic services and additional costs, if applicable, are already funded through district policies, a McKinney-Vento regional grant and/or community and private resources?**

**A6.** Title I legislation and regulations state that the LEA shall reserve funds as reasonable and necessary. If homeless students in non-Title I schools do not require academic services and additional educational needs are obtained through other sources, a reservation is not necessary. The district would need documentation on file as evidence as well as complete the Homeless Template and upload as an attachment to the Consolidated Application.  
[MDE decision based on USED communication]

**Q7. What if a district does not have homeless students? Does the LEA still have to reserve funds “in anticipation” of a future homeless concern?**

**A7.** An LEA is not required to reserve funds if no homeless students are identified in non-Title I schools. If there is a documented history in the LEA of having provided adequate notice to schools, public service locations, motels, etc., and not having identified homeless students, then one could make the case to the state education agency (SEA) for no reservation.  
[E-Mail response from USED]

The district must complete and upload the Homeless Template to the Consolidated Application.  
[MDE/OFS Decision]

An LEA may decide to reserve funds in anticipation of future homeless concerns; however, this must not be a disproportionate amount for this purpose to serve homeless students with Title I comparable services. If the LEA does decide to reserve funds in anticipation of future homeless costs for students attending non-Title I schools, an amendment to the Title I budget in the consolidated application for additional comparable services would be required if the variance to the approved amount of the individual functions exceeded 10% of the total approved amount.  
[MDE/OFS decision and prior approval requirements established by EDGAR]

**Q8. If a district does set aside a reservation for homeless students attending non-Title I schools, does the reservation have to come from Title I? Could the district use state supplemental funding for academic tutoring?**

**A8.** The statute only addresses “as necessary.”

[USED E-Mail response]

- In Michigan, Section 31a or general funds have historically been used for academic support for homeless students in non-Title I schools. Educationally related non-academic support, if included in “comparable services” would follow district policies that address the availability of funding miscellaneous expenses for ALL students with extenuating financial circumstances (Title and non-Title students); (b) Availability of funds through a regional McKinney-Vento grant and (c) Availability of community and private resources. If the options to fund non-academic services are exhausted, Section 31a could not be used for non-academic support. The district would then provide that portion of its “comparable services” from Title I and place a budget item for those additional services in the Title I budget.
- A funding source other than Title I used for a homeless reservation will be detailed out in the View Comment checklist of the Consolidated Application. The detail will be described in the Homeless Template and will include the name of the funding source, number of homeless to be serviced and the total reservation amount.

[MDE/OFS decision]

**Q9. Should the reservation for homeless students remain in the Title I budget for the entire school year? Could a district amend down its reservation at some point in time if the set-aside is not needed? Could a district amend down the reservation to \$0?**

**A9.** As homeless students can be identified throughout the year and not just at one point in time, an LEA would need to take that into consideration. Otherwise, using its own trend data it can amend the reservation, keeping in mind it is still required to provide the comparable services.

[USED E-Mail communication]

**Q10. Who determines when and how the homeless reservation is expended?**

**A10.** District staff needs to be mindful that an approved Title I homeless reservation in the consolidated application is already detailed as to how the homeless reservation will be expended during the course of the year. However, it is recommended that the district administrator who is responsible for the oversight of the Title I and homeless reservation budget within the Consolidated Application periodically meet with the district homeless liaison throughout the course of the school year to discuss the needs of the homeless as determined by the initial needs assessment and the LEA’s description of comparable services (see Q&A 3 Step 3 to review the process for defining comparable services). It is also recommended that the homeless liaison initiate communication with the administrator responsible for Title I oversight regarding homeless students identified during the school year. The

district administrator responsible for the Title I budget would amend the homeless reservation within the Title I budget, if necessary. Documentation should be maintained for all meeting regarding the coordination of services.  
[MDE/OFS Decision]

**Q11. Who should district staff contact if they have questions regarding allowable costs for homeless students?**

**A11.** District staff with questions regarding allowable costs for homeless students should contact their Regional Field Services consultant for the questions that involve expenditures related to the Consolidated Application budgets: (Title I, Part A; Title II, Part A; Title I, Part C; Title I, Part D; Title III, and Title VI). If the question requires additional information before a response can be formulated, the Field Services consultant will refer the question to Field Services management staff.

District staff should direct all other questions regarding their McKinney-Vento responsibilities and costs for homeless students to the McKinney-Vento Regional Grant Coordinator. In the event that the question requires additional information before a response can be formulated, the Regional Grant Coordinator will refer the questions to the MDE Homeless Consultant.  
[MDE/OFS Decision]

**Q12. Is the District required to have a Board Approved Homeless Policy?**

**A12.** MDE/OFS requires that a Board approved Homeless Policy be in place. USED has communicated that LEAs must demonstrate that they have developed, and have reviewed and revised policies to remove barriers to the enrollment and retention of homeless children and youth in schools in the state. It is recommended that districts review the McKinney-Vento homeless legislation [Section 722g(J)(i)] that describes the duties of the homeless liaison and have this description in writing as part of its documentation. If the homeless liaison is fully implementing the duties as described in the legislation, then the barriers to the enrollment and retention of homeless children are diminished. Documentation could include a Board approved homeless policy or administrative procedures, presented and approved by the board describing how the LEA has removed barriers to the enrollment and retention of homeless students.

**Q13. Can Title I fund the district homeless liaison position?**

**A13.** Funding the responsibilities of the district's homeless liaison depends on several factors.

1. If the homeless liaison is also the superintendent, superintendent/principal or principal, then this would not be an allowable cost from Title I.

[EDGAR]

2. If the district currently funds a homeless liaison position with general (district) funds or if homeless liaison responsibilities are part of an already existing general (district) funded position, then the district must comply with supplement and not supplant requirements.
3. If the district currently funds a federal programs coordinator that includes Title I responsibilities or funds (in full or in part) an already existing Title I position such as a social worker/counselor, then those homeless activities that directly relate to Title I could be part of the Title I funded portion of the salary.

If the district wants to expand the role of the federal programs coordinator to include oversight of the entire McKinney-Vento legislation, district general funds would support the time and effort for that responsibility. First, coordinate with the Regional McKinney-Vento Grant Coordinator to determine what activities can be provided from the McKinney-Vento grant and what activities would be provided by the district. It is then recommended that the district develop a coordinated description of critical services required for the homeless students and determine if Title I or McKinney-Vento legislation best align for delivery of those services. Allowable uses of appropriate funds should guide the decision making to support those critical services.

Questions related to funding the specific homeless services by the federal programs coordinator or a Title I funded position (social worker / counselor) in full or in part by Title I should be addressed to the OFS, Regional Services Unit. If necessary, Field Services personnel will collaborate with the Homeless Consultant to determine an appropriate response.

[MDE/OFS Decision based on McKinney-Vento Sec. 722 (g)(1)(J)(ii)]

**Q14. How does a district establish communication and coordination to address the needs of the homeless students as required by Title I and McKinney-Vento?**

**A14.** MDE/OFS recommends that processes and procedures be put in place and documented similar to the processes and procedures required for Private School consultation.

1. The district homeless liaison and the district administrator charged with oversight of Title I work together to analyze the homeless data from the CNA such as academic data, school and community demographic data.
2. Identified needs of homeless students are discussed and agreed upon based upon the action steps listed in Q&A 3.
3. Agreed upon district-wide homeless services are described and articulated as strategies in the District School Improvement Plan (i.e., reference to policies and procedures on homeless, and the Dispute Resolution) and, if applicable, as instructional strategies in each Title I school's school improvement plan. Coordination of Services is a requirement of the district

as well as a required component for both Title I Targeted and Schoolwide school improvement plans. The LEA Planning Cycle Application (LEAPC) should reference strategies to serve homeless students to align with the district level budget item for homeless students or to the homeless rationale for use of non-Title I funds that is entered in the View Comments checklist of the Consolidated Application.

[Title I Sec. 1112(b)(1)(E)(ii)] [Title I Sec. 1114(b)(1)(J)]

[Title I Sec. 1115(c)(1)(H)]

4. Periodic and documented meetings are held throughout the school year between the district homeless liaison and the administrator charged with oversight of Title I\* to review and reevaluate the needs of the homeless as described in Q&A 10 and to ensure that compliance is met for homeless requirements in Title I and McKinney-Vento legislation.  
\*Note: If the district administrator charged with oversight of Title I and the Homeless liaison are one and the same person, it is recommended that the district include in its documentation the process and procedures of how it will determine other appropriate staff to be included in the coordination and implementation of McKinney Vento and Title I.
5. Contact MDE/OFS for clarification on homeless issues and direct questions to the appropriate staff as indicated in Q&A 11.  
[MDE/OFS Decision]

## Description of Coordinated Planning and Services for Homeless Students Attachment to the Consolidated Application

### Michigan Department of Education Office of Field Services

Title I, Part A legislation requires that services for homeless students in its non-Title I schools are comparable to services provided to its homeless students in Title I schools. In addition, the description of services to homeless are to be coordinated with the district's designated homeless liaison. **If the federal programs coordinator and the homeless liaison are the same person, then collaboration must take place with additional stakeholders.**

#### Instructions:

**Step 1.** It is assumed that the Office of Field Services' Question and Answer (Q&A) document entitled, "Title I and Homeless," with emphasis on Q&A 3 that describes how to determine an appropriate Title I reservation for homeless students based on the definition of comparable services, has been read and discussed by both the federal programs district contact and the district homeless liaison.

**Step 2.** Complete this template and upload to the Attachment section of the Consolidated Application (detailed documentation must be kept on file at the district as part of its Title I, Part A files).

#### **SECTION I (Required): Comparable Services based on Academic Need**

*(ALL Districts Must Complete Section I)*

1. Name of District
2. Name and position of Title I District Contact
3. Name and position of District Homeless Liaison
4. The district must read and check the following assurance(s):

(If applicable) No homeless students and documentation is on file to verify that this conclusion was reached by collaboration with the district contact of federal programs and the district homeless liaison or additional stakeholders.

*If you have checked the "No Homeless" box, save and attach template to the Consolidated Application (when one or more homeless students enroll, the district will then attach an amended homeless template to the Consolidated Application and resubmit). **STOP.***

**Continue: Homeless Students Identified. Additional Sections Required**

- Assures that the homeless student count is based on 2010-11 data. (Documentation is on file.)
- Assures that it is knowledgeable of the academic and non-academic needs of the homeless students based on analysis of the needs assessment data. (Documentation is on file.)
- Assures that this template as well as all documentation on file was completed in collaboration with the designated district homeless liaison or additional stakeholders.

5. Districts have either **ALL** schools designated as Title I or have **both** Title I and non-Title I Schools. Check and/or complete all applicable statements:

**FOR DISTRICTS WITH ALL TITLE I SCHOOLS:**

The district: (choose one of the following statements and follow the instructions.)

- Homeless students in an ALL Title I school district receive the same instructional and pupil support services as non-homeless Title I students. *Save and attach template to the Consolidated Application. STOP.*
- Homeless students in an ALL Title I school district will receive additional educationally related services not typically offered to non-homeless Title I students. *Continue on to Optional Section II and Required Sections III and IV. (See Below)*

**FOR DISTRICTS WITH BOTH TITLE I SCHOOLS and NON-TITLE SCHOOLS**

The district:

- Has # \_\_\_\_\_ homeless students attending its non-title I schools
- Has # \_\_\_\_\_ homeless students attending non-Title I schools who require academic services
- Is aware that it is required to provide academic services to homeless students in its non-Title I schools that are comparable to the academic services provided to students who participate Title I programs in Title I schools.

*Districts with both Title I and non-Title I schools continue on to complete either Part A or Part B:*

• **Part A:**

The district:

- Defines comparable services for homeless students attending non-Title I schools based **solely** on academic services provided in the Title I school(s) to Title I students.

**Choose one of the following.** Then continue on to Required Sections III and IV:

1.  Will reserve Title I funds only for academic services to its homeless students attending non-title I schools based on the method for

determining the district reservation selected in Required Section III (See Below).

**OR**

2.  Will use other funding in lieu of Title I only for academic services to its homeless students attending non-Title I schools based on the method for determining the district reservation selected in Required Section III (See Below).

- **Part B:**

The district:

- Intends to define comparable services for homeless students attending non-Title I schools based on academic services provided in the Title I school(s) AND additional educationally related services not typically offered to ALL Title I students.

**Choose one of the following** to describe how the ACADEMIC services will be funded. Then continue to Section II (funding of additional educationally related services) and Required Sections III and IV:

1.  Will reserve Title I funds for the academic services to its homeless students attending non-Title I schools based on the method for determining the district reservation selected in Section III.

**OR**

2.  Will use other funding in lieu of Title I for the academic services to its homeless students attending non-Title I schools.

## **SECTION II (Optional): Additional Educationally Related Services for Homeless**

Additional educationally related services to homeless students not typically offered to ALL Title I students **may** be considered. However, Title I funds are **not** the primary funding source for additional educationally related services. The district homeless liaison is responsible for obtaining resources for the homeless and communicating their availability to the district's Title I contact. Title I funds may be considered only after it has been determined that available resources from the following options are exhausted:

- (A) District policies that address the availability of funding miscellaneous expenses for ALL students with extenuating financial circumstances (Title and non-Title students);
- (B) Availability of funds through a regional McKinney-Vento grant, and
- (C) Availability of community and private resources.

If all options for funding are exhausted, then the district makes a determination of what additional educationally related services for homeless students could be funded from Title I, based on the size of the Title I allocation and the federal requirement of "reasonable and necessary." Documentation must be on file to verify that all means are documented for obtaining non-Title I resources before Title I funds can be expended.

**If the district decides that it will provide additional educationally related services for homeless students not typically offered to ALL Title I students (described Q&A 3 in Field Services Q&A document entitled "Title I and Homelessness"), then check the first statement and all other applicable statements:**

- Defines comparable services for homeless students attending non-Title I schools based on academic services provided in the Title I school(s) AND additional educationally related services not typically offered to ALL Title I students.

The district intends to fund additional educationally related services to homeless students in its Title I schools from resources **other** than Title I.

- The district intends to provide additional educationally related services to homeless students in its Title I schools with Title I resources AND documentation is on file that verifies that all available resources from (A), (B) and (C) listed **above** have been exhausted prior to considering Title I funding.

### **SECTION III (Required): Method for Determining Homeless Reservation**

Districts are required to select one of the following methods for determining the homeless reservation in collaboration with the district homeless liaison or additional stakeholders if the federal program coordinator and homeless liaison is the same person.

- Method 1: Identify homeless students' academic and/or additional educationally related academic needs and determine a reasonable amount.
- Method 2: Obtain count of homeless students; identify academic and/or additional educationally related academic needs and multiply by the district's Title I, Part A per pupil allocation or by the average per pupil allocation.
- Method 3: Reserve an amount of funds greater than or equal to the amount of a district's McKinney-Vento sub-grant total, if applicable.
- Method 4: Reserve a specific percentage based on the district's poverty level or total Title I, Part A allocation.

**SECTION IV (Required): Explanation for Funding Academic Services and/or Additional Educationally Related Services not Typically Offered to ALL Title I Students (Complete as appropriate)**

The district:

- Is aware that if academic services and/or additional educationally related services not typically offered to ALL Title I students are funded by Title I, then services will be entered in the district budget detail of the Consolidated Application using function code 125.
  
- Is aware that if other resources are used in lieu of Title I for academic services, then the district will list the other funding source, the number of homeless students served, and the total dollar amount below:  
Number of Homeless Students Served: \_\_\_\_\_ Total Amount: \$\_\_\_\_\_



04/09/10

## Office of Field Services Program Overview

### I. INTRODUCTION

*The mission of the Michigan Department of Education (MDE) Office of Field Services (OFS) is to accelerate student achievement through school improvement by working as partners to maximize the allowable use of supplementary resources. Our guiding principles are:*

- *Align: Is our work aligned and cohesive?*
- *Balance Consistency, Context and Compliance: Are we making decisions to improve compliance and consistency within context?*
- *Communicate Clearly: Are we communicating clearly? Are we engaging in effective two-way communication?*
- *Develop Relationships: Are we using relationships effectively to improve our work and address student achievement?*
- *Evaluate Continuously: Is this implemented as intended? Is it making the intended difference?*

*Our partners include public schools, Public School Academies (PSAs), Intermediate School Districts (ISDs), the U.S. Department of Education, the Michigan Association of State and Federal Program Specialists, other educational organizations, numerous advisory committees and task forces, and other Offices within MDE.*

The OFS is responsible for the administration of 8 Federal and 2 State grant programs for schools and school districts. The grant programs award approximately \$1,354,093,942 to school districts annually. OFS staff are organized in three Units:

- The Special Populations Unit providing leadership to serve English Language Learners (ELLs), immigrant, homeless, migrant, neglected and delinquent students
- The Financial Unit providing allocations, budget, finance, internal controls, and grant administration services
- The Regional Services Unit organized in five regional teams. Each regional team works in an assigned region of the State, and each consultant is assigned to specific local school districts and ISDs

We work collaboratively as a single Office to serve the needs of our 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
		American Recovery and Reinvestment Act (ARRA) Title II, Part D	Enhancing Education Through Technology
		Title III	Language Acquisition Program (LAP) and Immigrant Program Subgrants
		Title VI, Part B, Subpart 2	Rural and Low-Income School Program
		Title X, Part C	McKinney-Vento Homeless Assistance Act of 2001, Education of Homeless Children and Youth (EHCY) Programs

**Services:**

As part of the administration of the 10 grant programs, the OFS staff assists school districts with the Application process, the approval of grant Applications, the implementation of programs, monitoring and compliance with State and Federal grant requirements, and grant reporting. The staff provides 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 OFS. School districts are encouraged to contact their regional and special populations consultants or financial unit analysts for information and/or assistance with all of the grant programs. The main OFS phone number is 517-373-3921.

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

### **Allocation Process**

- Allocation formula for Local Education Agencies (LEAs) based on counts of low-income children (2007 census poverty estimates for 2009-2010 allocations)
- Allocation formula for Public School Academies (PSAs) based on October 2008 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
- Education, Finance Incentive Grants (EFIG) to districts/academies with more than 5 percent poverty
- Hold-harmless guarantees for 2009-2010, 85-100 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.

### **Application Process**

- Use **Consolidated Application** in the 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

### **Purpose of 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

**Who is Served?**

- 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

**Planning Process**

- 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

**Program Implementation**

- 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

**Professional Development**

- 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

**Parent Involvement**

- 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

**Program Evaluation/Reports**

- AYP based on Michigan Educational Assessment Program (MEAP) scores
- MEAP results disaggregated based on gender, racial-ethnic group, ELL, 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, ELL, students with disabilities, economically disadvantaged)

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

#### **Allocation Process**

- 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

#### **Application Process**

- Use **Consolidated Application** in MEGS for regular school year
- Use a separate summer program Application in MEGS
- 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

#### **Purpose of Programs**

- 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

#### **Who is Served?**

- 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

#### **Planning Process**

- 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 local, State and Federal 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

**Program Implementation**

- 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

**Professional Development**

- 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

**Parent Involvement**

- 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

**Program Evaluation/Reports**

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

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

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### **Allocation Process**

- Allocation formula based on October 2008 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/ISD to be eligible for allocation. Facilities can be grouped within a district/ISD to meet the requirement of 50.

### **Application Process**

- 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

### **Purpose of Programs**

- 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

### **Who is Served?**

- Children/youth who are:
  - In institutions for delinquent children/youth;
  - In adult correctional institutions; or
  - Attending community day programs for delinquent children/youth

### **Planning Process**

- 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 the *No Child Left Behind Act of 2001* (NCLB), Section 1425)
- Evaluation results used to plan and improve program

### **Program Implementation**

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

**Professional Development**

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

**Parent Involvement**

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

**Program Evaluation/Reports**

- 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

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

### **Allocation Process**

- Funds are allocated to LEAs based on 2001-2002 total amounts for Eisenhower and Class Size Reduction combined. 2009-2010 allocation to be determined based on the Appropriations Act. 80 percent of the 2007 census poverty estimates and 20 percent 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.

### **Application Process**

- Use **Consolidated Application** in MEGS
- 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

### **Purpose of Programs**

- Focus on recruiting, training, and retaining highly qualified staff
- 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

### **Who is Served?**

- 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

## Planning Process

- 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 (as of this printing, the United States Department of Education has not extended this date)
- Parents must be included in the planning process
- Private school officials consulted regarding professional development activities for teachers

## Program Implementation

- 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
  - Teachers and provide advancement initiatives, emphasizing multiple career paths and pay differentiation
- Provide alternate routes to certification for:
  - Professionals from other fields
  - Qualified paraprofessionals:
    - Paraprofessionals may continue to use the portfolio option under the following conditions:
      - The paraprofessional was employed with the local district prior to the first day of school in the 2002-03 school year and the paraprofessional was employed as instructional support staff in a Title I school/building or in a Title I targeted assistance program;
      - OR
      - The paraprofessional was employed as instructional support staff in a NON-Title I school and the school is now receiving Title I funds supporting the program for which the paraprofessional is assigned
    - Appropriate documentation of how the paraprofessional has demonstrated that he/she has met the portfolio requirements must be maintained by the local district, as previously required
    - It is the understanding of the MDE that HOUSSE options also will be eliminated for paraprofessionals with the reauthorization of the Elementary and Secondary Education Act (NCLB). The same would apply to the paraprofessional portfolio.
    - The testing options of WorKeys, MTTC Basic Skills, or ETS Parapro will remain in effect indefinitely for paraprofessionals who choose to or must meet the NCLB requirements

- 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

### **Professional Development**

- 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

### **Parent Involvement**

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

### **Program Evaluation/Reports**

- LEAs are required to evaluate ongoing professional development for impact on student achievement

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

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### **Allocation Process**

- Regular funds are allocated to LEAs as follows:
  - 100 percent will be awarded as competitive through the Office of Education Improvement and Innovation (OEII)
- ARRA Funds are allocated to LEAs as follows:
  - 50 percent will be awarded as formula grants in same proportion as Title I, Part A funds
  - 50 percent will be awarded as competitive grants through the OEII

### **Application Process**

- Use **Consolidated Application** in MEGS
- 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 the Statewide technology plan must be on file in order to access these funds

### **Purpose of Programs**

- 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 ARRA 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

### **Who is Served?**

- Public and private school students, staff and parents

### **Planning Process**

- 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 percent 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 percent 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)

### **Program Implementation**

- 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 percent)
- Collects, manages and analyzes data to enhance teaching and school improvement efforts

### **Professional Development**

- 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 percent of allocation **MUST** be spent for professional development (waiver limited to districts with no schools in School Improvement or Corrective Action status)

### **Parent Involvement**

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

### **Program Evaluation/Reports**

- 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

## **VII. Title III – Limited English Proficient (LEP) Children and Immigrant Subgrants**

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### **Allocation Process**

- Both grants use a formula based on either the count of ELL students or Immigrant students
- LEP grants will be awarded to applicants for whom the formula generates a total allocation of \$10,000 or more, either independently or through consortium
- Immigrant grants are awarded to applicants who have experienced a significant increase in the count of immigrant students for the year preceding the year in which the grant is awarded
- 85 percent of the Title III state allocation is available for the LEP grant
- 15 percent of the Title III state allocation is available for the Immigrant grant

### **Application Process**

- Use **Consolidated Application** in MEGS
- 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
- Student counts for Title III grants are based on data entered in the Michigan Student Data System (MSDS), as well as the annual English Language Proficiency Assessment (ELPA)

### **Purpose of Programs**

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

### **Who is Served?**

- 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 Alaska Natives
  - Whose difficulties in speaking, reading, writing or understanding the English language prevent them from achieving academic success

### **Planning Process**

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

**Program Implementation**

- Flexible uses of scientifically-based instruction that promotes English language proficiency
- Improves instruction and assessment of ELL students
- Acquires and upgrades curricula
- Requires parent involvement, professional development and school-based reform

**Professional Development**

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

**Parent Involvement**

- Parent notification of the identification of their child as ELL 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
- Right of parents to choose among available services
- Parent involvement activities
- Notification to parents if program fails to meet annual achievement objectives

**Program Evaluation/Reports**

- Annual assessment of English language proficiency of all ELL students
- Number and percent of ELLs who made progress toward English language proficiency for each year
- AYP for ELL students as described under Title I, Section 1111(b)(2)(B)
- Number and percent of ELLs who reached English language proficiency for each year

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

### **Allocation Process**

- Allocation formula based on percentage of low-income children (2007 census poverty estimates 20 percent 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)

### **Application Process**

- Use **Consolidated Application** in MEGS 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

### **Purpose of Programs**

- 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

### **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
- 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 ELL students

### **Planning Process**

- District and school plans coordinated with plans for other local, State and Federal programs

### **Program Implementation**

- 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

**Professional Development**

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

**Parent Involvement**

- 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)

**Program Evaluation/Reports**

- 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

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

### **Allocation Process**

- 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

### **Application Process**

- Competitive grants to school districts, ISDs or PSAs that submit successful Applications to provide area-wide services through a consortium of participating districts in a county, ISD or region
- Grant Application submitted annually through MEGS

### **Purpose of Programs**

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

### **Who is Served?**

- Homeless children and youth as defined in the law:
  - Lack a fixed, regular and 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 or in the first six months of any new foster care placement (MDE Guidance)

### **Planning Process**

- 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

### **Program Implementation**

- Examine and revise policies that are a barrier to enrollment, attendance, participation 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
- Collaborate with other district programs, community partners and service providers to coordinate outreach and services to homeless children and youth

**Professional Development**

- Professional development must be provided to school staff, parents, and the community 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, as well as through the OFS staff

**Parent Involvement**

- Parent involvement required to inform parents of the educational rights of students experiencing homelessness and to help parents become actively involved in the student's academic success
- Coordination with community services for homeless children, youth and families

**Program Evaluation/Reports**

- 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, as well as special populations of homeless students (migrant, special education, ELL and unaccompanied youth)

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

### **Allocation Process**

- 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

### **Application Process**

- 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

### **Purpose of Programs**

- 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

### **Who is Served?**

- 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

### **Planning Process**

- Based on needs assessment of eligible students
- Coordinated with other local, State and Federal programs

### **Program Implementation**

- Instructional programs and direct non-instructional 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 percent poverty (if also at least 60 percent 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

### **Professional Development**

- May not use funds for professional development

### **Parent Involvement**

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

### **Program Evaluation/Reports**

- 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

## **XI. Section 41 – Bilingual Program**

### **Allocation Process**

- 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

### **Application Process**

- No longer included in the Consolidated Application in MEGS
- In MEGS as a separate Application
- Must be submitted no later than November 15
- Section 41 Application is on 1-year cycle
- Pupil count data will be collected through SRSD

### **Purpose of Programs**

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

### **Who is Served?**

- Section 41 provides instruction to assist children of limited English-speaking ability to achieve reasonable efficiency in the English language. The program uses the child's primary language in a variable manner to promote English proficiency and subject area competence. How much of the child's primary language is used in the program is an instructional decision that is up to the school district. English as a Second Language (ESL) can be part of the bilingual education program, but a purely ESL approach may not be operated with Section 41 funds.

### **Planning Process**

- Based on needs assessment of eligible students
- Coordinated with other local, State and Federal programs

### **Program Implementation**

- Bilingual instruction by qualified staff in speaking, reading, writing or comprehension of English
- Bilingual instruction in academic content areas

### **Professional Development**

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

**Parent Involvement**

- Before placing a child in a Section 41 program, a school district must notify the parents or guardians by registered mail that their child is being enrolled in the program. This notice should contain a simple, non-technical description of the purpose, method and content of the program. It should inform the parents or guardians that they have a right to visit the program, and that they have an absolute right to refuse the placement or to withdraw their child from the program by giving written notice to the school district.
- Funds may be used to support parent involvement

**Program Evaluation/Reports**

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

## **XII. Title VI – Transferability Provision**

### **Application Process**

- Use **Consolidated Application** in MEGS
- 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

# Office of Field Services Generally Allowable Use of Funds

	Title I, Part A	Title 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>Administrative Cost</b>	Yes	Yes	Yes	Yes	Yes	Yes (2% limit)	Yes	Yes	No	Yes
<b>Basic Student Assessment</b>	No	No	No	No	Yes	Yes	No	Yes (Title III)	No	No
<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>Extended Day / Year Services</b>	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes
<b>Health &amp; Social Needs</b>	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	No
<b>Indirect Cost</b>	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No
<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>Professional Development</b>	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes
<b>Program Development</b>	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes
<b>Program Materials &amp; Supplies</b>	Yes	Yes	Yes	Yes (training materials)	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>Services to Private School Students / Staff</b>	Yes	Yes	No	Yes	Yes	Yes (if private students are funded)	Yes	Yes	No	No
<b>Substitutes</b>	Yes	Yes	Yes	Yes	Yes (professional development)	Yes	Yes	Yes	Yes	Yes
<b>Supplement, Not Supplant*</b>	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
<b>Supplemental Needs Assessment</b>	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
<b>Transferability to Another Program</b>	No	No	No	Yes	Yes	No	Yes	No	No	No
<b>Transportation</b>	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	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.

**SPRING 2011  
WORKSHOP EVALUATION**

	Did not meet Expectations				Met Expectations
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1. The meeting provided information that will be useful <i>Indicate most useful topics:</i>	1	2	3	4	5
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2. The information provided was thorough and clearly presented <i>Comments:</i>	1	2	3	4	5
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3. The information was presented in an effective manner <i>Comments:</i>	1	2	3	4	5
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4. The presenters were well informed about the topics <i>Comments:</i>	1	2	3	4	5
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5. I am better prepared for my responsibilities as a result of this workshop. <i>Comments:</i>	1	2	3	4	5
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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** \_\_\_\_\_