

# REGION I TITLE I COORDINATORS' MANUAL



**Region I NCLB  
Technical Assistance Center  
Panhandle Area Educational Consortium  
Chipley, Florida**



# **TABLE OF CONTENTS**

	Page
Introduction.....	2
No Child Left Behind Act of 2001 .....	3
Title I, Part A.....	6
Accountability, AYP, and School Improvement .....	22
Highly Qualified Staff .....	28
Fiscal Issues.....	33
Glossary of Terms .....	36
Resources .....	38

## INTRODUCTION

The *No Child Left Behind Act* of 2001 has changed the landscape of federal programs, and Title I is the largest of those federal aid programs that began in 1965. Because of the complexities of the new NCLB Act and the number of changes that have occurred in staff at the district level in many of the districts in Region I, we felt it beneficial to provide you with some fundamental information most helpful for a new Title I Coordinator.

This Manual is not intended to address each area in detail, but rather to provide baseline information as you administer the Title I program in your district.

# I. No Child Left Behind Act of 2001

## **A. Purpose**

Title I is the largest single program of federal aid for elementary and secondary schools. It is the centerpiece of the *No Child Left Behind Act* of 2001 (NCLB), which reauthorized the original *Elementary and Secondary Education Act* of 1965. Its purpose is to enable schools to provide opportunities for all children, particularly those in the highest poverty schools, to acquire the knowledge and skills contained in the challenging State standards. The basic premise of NCLB is that “all children can master challenging content and complex problem-solving skills” -- that even low-achieving children can succeed when expectations are high and the opportunity to learn is provided.

## **B. History**

The Title I program was initiated by the Elementary and Secondary Education Act of 1965. For much of the history of Title I (also called “Chapter 1”), the program was operated as a basic skills program, providing supplementary classes for identified low-achieving students. During the most recent reauthorization phase, Congress determined that the data from Title I programs did not show the expected improvement to close the achievement gap between children in poverty and other students. For this reason, NCLB contains an emphasis on accelerated learning for these students and increased accountability for results.

## **C. Programs**

The No Child Left Behind Act authorizes several federal programs that are related to elementary and secondary education. Included are these major programs:

1. **Title I** – Improving the Academic Achievement of the Disadvantaged
  - a. Part A - Improving Basic Programs
  - b. Part B – Reading First, Early Reading First, and Even Start Family Literacy
  - c. Part C – Education of Migratory Children
  - d. Part D - Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent Students, or At-Risk
2. **Title II** – Preparing, Training, and Recruiting High Quality Teachers and Principals
3. **Title III** – Language Instruction for Limited English Proficient and Immigrant Students
4. **Title IV** – 21<sup>st</sup> Century Schools
5. **Title X** – Education of Homeless Students

Districts are encouraged to use federal funds collaboratively to fund programs for the educationally disadvantaged students. Districts may submit consolidated applications which combine any two or more of the following programs: Title I (Parts

A, C, D, and F), Title II (Parts A and D), Title III (Part A), Title IV (Part A), Title V (Part A), and Title VI (Part B).

#### **D. Administration**

Administration of the NCLB programs at the State level is the responsibility of the Florida Department of Education's K-12 Public Schools Division. The Office of Title I Programs within the Bureau of Student Assistance at DOE is responsible for the administration of the Title I Program, Parts A, C, and D and the Homeless Education Program. Each district is responsible for administering its own Title I Program according to the requirements of the law. In addition to the No Child Left Behind Act of 2001, Title I regulations govern the program. Title I Guidance and Policy Letters issued by the United States Department of Education provide further direction for administering Title I. The regulations, guidance, and policy letters are available at <http://www.ed.gov/policy/elsec/guid/edpicks.jhtml?src=fp>

This manual is intended to provide guidelines for the administration of the Title I, Part A program at the district level.

## II. Title I, Part A

- A: District (LEA) Responsibilities
- B: LEA Title I, Part A Project Application and LEA Plan
- C: Eligible School Attendance Areas
- D: Schoolwide versus Targeted Assistance Program
- E: Schoolwide Programs
- F: Targeted Assistance Programs
- G: Students in Private (Nonpublic) Schools
- H: Parental Involvement

## **A: District (LEA) Responsibilities**

The chart below lists the responsibilities of the district (LEA) for the administration of the Title I, Part A program, generally the responsibility of the Title I Coordinator, and responsibilities for the School Improvement and Highly Qualified Staff requirements of NCLB, generally shared among district personnel. Each area will be further explained in this manual.

### **LEA Responsibilities under Title I, Part A of NCLB**

<b>LEA PLAN (Section 1112)</b>	<b>Time Frame</b>
Write an LEA plan and submit it to DOE.	2002
Revise the LEA plan.	As needed
Provide technical assistance and support to schoolwide programs.	Ongoing
Review school improvement plans for required Title I elements.	Annually
Assist schools to develop their Title I plans.	Annually
Assist schools in developing or identifying examples of high-quality, effective curricula.	Ongoing
<b>LEA APPLICATION</b>	<b>Time Frame</b>
Prepare an LEA application and submit it to DOE.	Annually, by June 30
♦ Determine school eligibility (Section 1113).	Based on Feb. FTE (Survey 3)
♦ Designate as eligible any school in which at least 35% of the children are from low-income families.	Annually
♦ Serve all schools in which the school poverty level exceeds 75%, in rank order.	Annually
♦ Serve the remaining eligible schools in rank order, either within each grade span grouping or within the district as a whole.	Annually
♦ Allocate Title I funds to eligible schools in rank order, on the basis of the total number of children from low-income families in each school.	Annually
<b>HIGHLY QUALIFIED TEACHERS AND PARAPROFESSIONALS (Section 1119)</b>	<b>Time Frame</b>
Ensure that all teachers hired after the first day of school year 2002-03 and teaching in a Title I program are highly qualified.	Ongoing
Develop a plan to ensure that all teachers teaching core academic subjects are highly qualified by the end of the 2005-06 school yr.	December 1, 2003 and on-going
Report the annual progress of the district and each school in meeting the objectives in the plan.	Annually
Ensure, through incentives for voluntary transfers, professional development, recruitment programs, or other effective strategies, that low-income and minority students are not taught at higher rates than other students by unqualified, out-of-field or inexperienced teachers. (Principal attestation required)	Approximately March

<b>HIGHLY QUALIFIED TEACHERS &amp; PARAPROFESSIONALS</b>	<b>Time Frame</b>
Ensure that all paraprofessionals hired after January 8, 2001 and working in a Title I program meet the requirements of Section 1119.	Ongoing
Ensure that all current paraprofessionals working in a Title I program meet the requirements by June 30, 2006.	By June 30, 2006
Ensure that paraprofessionals meet the requirements of Section 1119 regarding assigned duties.	Ongoing
Require that principals of Title I schools attest in writing as to whether the school is in compliance with the requirements of Section 1119, regarding highly qualified instructional staff.	Annually
Maintain attestations at each school and the district office.	Annually
Make attestations available to the public.	Upon request
Use not less than 5% of the district's Title I funds to ensure that teachers are highly qualified.	Annually through 2005-2006
Review the effectiveness of the actions and activities the schools are carrying out with respect to professional development.	Annually
<b>PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS (Section 1120)</b>	<b>Time Frame</b>
Advise private school officials of their eligibility for Title I funds.	Before detail planning for the upcoming school year
Consult with officials of eligible private schools on the services to be provided.	Before providing services each school year
Determine the number of eligible children in each private school.	Upon request for services
Provide equitable funding for eligible children in private schools.	Annually
Ensure that teachers of eligible children in private schools participate on an equitable basis in professional development.	Ongoing
Ensure that parents of eligible children in private schools participate on an equitable basis in parental involvement activities.	Ongoing
Maintain and provide to the State a written affirmation that the required consultation has occurred.	Following consultation
<b>ACADEMIC ASSESSMENT AND LEA AND SCHOOL IMPROVEMENT (Section 1116)</b>	<b>Time Frame</b>
Prepare an annual local educational agency report card for the district and each school in the district. (Accountability reports for November, AYP report in June)	November
Disseminate the report card to parents, teachers, principals, schools, and the community.	
Review the effectiveness of the activities the schools are carrying out with respect to parental involvement, professional development and other activities.	

If identified for district improvement, revise its LEA Plan, in consultation with parents, school staff and others.	Within 3 months of identification
<b>ACADEMIC ASSESSMENT, LEA/SCHOOL IMPROVEMENT</b>	<b>Time Frame</b>
Provide schools with the opportunity to review the school data before identifying for improvement.	Before identification
Identify for school improvement any Title I school that fails to make AYP for 2 consecutive years.	Before the beginning of each school year
Provide parents of every child in a school identified for improvement the option to transfer to another public school in the district.	Not later than the first day of the school year following the identification for improvement
<ul style="list-style-type: none"> <li>◆ Select at least 2 other schools in the district that have not been identified for improvement as choices for transfer.</li> </ul>	
<ul style="list-style-type: none"> <li>◆ Set aside a minimum of 5% (maximum of 20%) to provide transportation for public school choice.</li> </ul>	
<ul style="list-style-type: none"> <li>◆ Give priority to the lowest achieving children from low-income families if the funds are insufficient.</li> </ul>	
<ul style="list-style-type: none"> <li>◆ Allow children to remain at the transfer school until they have completed the highest grade.</li> </ul>	As long as the sending school is identified
Consult with each school identified to revise the school plan.	On identification
Ensure that each identified school spends not less than 10% of its Title I funds for high-quality professional development.	Annually, while identified
Ensure that each school is provided technical assistance while revising its plan.	Beginning of school year
Approve the revised school plan.	Within 45 days after receiving
Provide the following information to parents of every student enrolled in a school identified for improvement: <ul style="list-style-type: none"> <li>◆ An explanation of what the identification means and how the school compares in academic achievement to other schools in the district</li> <li>◆ The reasons for identification</li> <li>◆ An explanation of what the district is doing to help the school address the problem</li> <li>◆ An explanation of how parents can help</li> <li>◆ An explanation of parents' option to transfer their child, with transportation provided by the district or to obtain supplemental services (in the 2<sup>nd</sup> year.)</li> </ul>	Before the beginning of the school year after identification
<b>Area: SCHOOL IMPROVEMENT: SUPPLEMENTAL SERVICES (see SES timeline) Appendix 1</b>	<b>Time Frame</b>
Make supplemental educational services available to parents of low income students if a school fails to make AYP by the end of the 1 <sup>st</sup> full year of identification.	Before the beginning of the school year following the 2 <sup>nd</sup> year of identification
<ul style="list-style-type: none"> <li>◆ Obtain a list of approved providers in your area from the State.</li> </ul>	
<ul style="list-style-type: none"> <li>◆ Provide the list to parents.</li> </ul>	
<ul style="list-style-type: none"> <li>◆ Assist parents to choose a provider if requested.</li> </ul>	

<b>SUPPLEMENTAL SERVICES</b>	<b>Time Frame</b>
<ul style="list-style-type: none"> <li>◆ Provide annual notice to parents of the availability of supplemental services, the identity of providers, and a description of services, qualifications, &amp; record of effectiveness of providers.</li> </ul>	Annually after the 2 <sup>nd</sup> year of identification for school improvement unless the school makes AYP
<ul style="list-style-type: none"> <li>◆ Apply fair and equitable procedures for serving students if the number of spaces at approved providers is not sufficient.</li> </ul>	
<ul style="list-style-type: none"> <li>◆ Enter into a contractual agreement with providers.</li> </ul>	
<ul style="list-style-type: none"> <li>◆ Develop with parents and the provider a statement of specific achievement goals for the student, how the student's progress will be measured, and a timetable for improving achievement.</li> </ul>	
<ul style="list-style-type: none"> <li>◆ Make available an amount for each child that is the lesser of the district Title I allocation divided by the number of children in poverty or the actual costs of the services.</li> </ul>	
<b>Area: PARENT INVOLVEMENT (Section 1118)</b>	<b>Time Frame</b>
Develop, jointly with parents of Title I children, a written parent involvement policy, which describes how the LEA will:	At the initiation of the new law
<ul style="list-style-type: none"> <li>◆ Involve parents in the development of the school plan and the process of school review and improvement.</li> </ul>	Annually
<ul style="list-style-type: none"> <li>◆ Provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student achievement.</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>◆ Build the schools' and parents' capacity for strong parental involvement.</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>◆ Coordinate and integrate parental involvement strategies with other programs, such as Head Start, Early Reading First, and other preschool programs.</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>◆ 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 Title I schools.</li> </ul>	At the end of each school year
<ul style="list-style-type: none"> <li>◆ Involve parents in the activities of Title I schools.</li> </ul>	Ongoing
Reserve not less than 1% of the Title I allocation for parental involvement and distribute not less than 95% to the schools served.	Annually, beginning of school year
Involve parents in the decisions regarding how these funds are allotted for parental involvement activities.	Annually
Ensure that schools comply with the requirements of Section 1116, including:	Ongoing
<ul style="list-style-type: none"> <li>◆ Developing a written parent involvement policy.</li> </ul>	Review annually
<ul style="list-style-type: none"> <li>◆ Convening an annual meeting to inform parents about the Title I program.</li> </ul>	Annually
<ul style="list-style-type: none"> <li>◆ Offering a flexible number of meetings.</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>◆ Involving parents in the planning, review and improvement of Title I programs.</li> </ul>	Ongoing

<b>PARENT INVOLVEMENT</b>	<b>Time Frame</b>
♦ Providing parents timely information about Title I programs, an explanation of the curriculum and assessment used at the school, and the proficiency levels students are to meet.	Ongoing
♦ Providing parents opportunities for regular meetings.	Ongoing
♦ Developing, jointly with parents, a school-parent compact.	Implement annually
Provide assistance to parents in understanding the State's standards and assessments and how to monitor their child's progress and work with teachers.	Ongoing
Provide materials and training to help parents work with their children to improve achievement.	Ongoing
Educate teachers and other personnel on the value of parents and how to work with parents as equal partners.	Ongoing
Ensure that information is in a format and language that parents can understand.	Ongoing
<b>FISCAL REQUIREMENTS (Section 1120A)</b>	<b>Time Frame</b>
Monitor that Title I funds are used to <b>supplement</b> the amount of funds that would, in the absence of Title I funds, be made available from non-federal sources for the education of students participating in the programs and not to supplant such funds.	Ongoing
Meet all applicable comparability requirements and maintain records that are updated annually to document compliance with these requirements.	Submit Comparability Form annually
Maintain the combined fiscal effort per student and aggregate expenditures of state and local funds.	Submit Maintenance of Effort annually with application
Acquire, use, and dispose of Title I purchased equipment, supplies, and property consistent with federal and state requirements.	Ongoing
Reserve Title I funds as necessary to provide service to the following children comparable to the services provided to the children in Title I schools: homeless children, children in local institutions for the neglected and delinquent, neglected or delinquent children in community day school programs.	Annually, include set-asides in project application
Maintain property inventory records and conduct a physical inventory to reconcile the results with the property inventory record.	Annually
<b>Area: PROGRAM EVALUATION</b>	<b>Time Frame</b>
Submit the Consolidated Evaluation Report for Basic/Migrant/Nonpublic/Neglected and/or Delinquent.	Annually, by August 15

## **B: LEA Title I, Part A Project Application and LEA Plan**

Each year, the district must submit a project application to the State Department of Education to access the Title I, Part A federal funds allocated to the district based on the total number of poverty children in grades K-12. The project year runs from July 1 to June 30. Applications received by DOE in substantially approvable form by June 30 will allow expenditure of new funds starting on July 1.

Project applications are currently submitted online through the DOE web site. Each year, the Department organizes project development workshops, in conjunction with the Title I Regional Technical Assistance Centers, to assist Title I Coordinators in preparing project applications.

The basic components of the Title I, Part A application are:

- Assurances that the district will comply with the legal requirements of the program
- Descriptions of how the district will support supplemental instruction in the core academic areas
- Description of how the district will support Title I schools identified as “in need of improvement”
- Description of activities to support required set-asides
- Public School Eligibility Survey
- Budget pages, showing how Title I funds will be used to implement the program
- Support for private school students and early childhood education

Each district was required to submit an LEA Plan, after the enactment of NCLB, which is in effect throughout the duration of the law. The plan describes how the district will comply with the requirements of the Title I legislation. The district is required to keep the plan on file, make revisions to this plan annually, as needed, and submit those revisions to the State.

In developing its Title I budget, the district may reserve a small portion of its allocation for district administration of the program. In addition, the district is required to take the following “off the top” before any funds are allocated out to schools:

1. 1% for parent involvement, with 95% of this amount going directly to Title I schools
2. At least 5% for professional development to enable all teachers and paraprofessionals to meet the “highly qualified” requirements of NCLB
3. An amount sufficient to provide services for eligible private school students
4. Funding to provide services for homeless students
5. Funding to provide services for neglected or delinquent students

If the district is identified for improvement, it must also reserve 10% of its total allocation for professional development to address the problems which resulted in identification for improvement. This amount may include the 10% of schools’

allocations which they are required to set aside for professional development if they are identified for improvement. Districts must also set aside 20% of its allocation for CHOICE with transportation and SES.

Once the district has calculated its set-asides and the amount necessary for district administration, the remainder of the allocation becomes the total to be allocated out to schools to conduct Title I programs. Specific provisions of the law relating to this topic may be found at: <http://www.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1112>

### **C: Eligible School Attendance Areas**

It is the district's responsibility to identify its eligible schools and allocate funds to them, based on the number of low-income children in the school. Eligible schools are those with a poverty level higher than the average for the district as a whole, or at least 35%. Districts determine school eligibility by completing the Public School Eligibility Page, based on the February FTE count for the district. The procedure in Florida is as follows:

1. List all of the public schools in the district. This includes charter schools, which for Title I purposes are treated exactly the same as other public schools.
2. State the total number of students enrolled in each school (grades K-12) and the total number of students eligible for free and/or reduced lunch (FRL) in each school (based on February FTE count). PreK students are not included, except that Pre K special education students may be included.
3. Determine the poverty level of each school by dividing the total number of students eligible for free and/or reduced lunch by the total number of students.
4. Rank the schools by their poverty level. Schools may be ranked for the district as a whole or by grade span, except that schools with 75% or above poverty level should be listed together, regardless of grade level.
  - a. Districts may determine to focus Title I funds on a particular grade span. Currently, the majority of Title I funds are allocated to elementary schools. However, middle and secondary schools with 75% or greater poverty level must be served.
  - b. Schools must be served in order of their poverty rank. Districts may not skip a school unless the school is receiving comparable supplementary funding from the state or other sources.
5. Determine the Per Pupil Allocation for each of the schools. This amount could be the same for each school or could differ depending upon the poverty level. If different amounts are allocated, higher poverty schools must receive greater per pupil allocations than lower poverty schools. Often districts will assign different amounts to each poverty range; for example, 75% and greater, 60-74%, 50-64%, etc.
6. Multiply the Per Pupil Allocation for each school by the number of low-income children to determine the total school allocation. Sum all to determine the total funding for Title I schools.

7. Determine the number of schools the district will be able to serve, if funds do not allow for serving all of the schools. Although districts are allowed to serve down to 35%, most districts now are not able to provide adequate funds for an appropriate program for all schools down to that level, especially with the required set-asides for schools and districts identified for improvement.

This is generally an iterative process, as the district determines the number of schools and level of funding it will be able to provide. In addition, the process is often guided by decisions made in consultation with other district administrators. The encouragement under NCLB is to concentrate funds in the district's highest poverty schools. Specific provisions of the law relating to this topic may be found in greater detail at: <http://www.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1113>

#### **D: Schoolwide versus Targeted Assistance Program**

On the Eligibility Survey, the district must designate whether each school will be served as a Schoolwide (SW) project or a Targeted Assistance (TA) school. Any school with a poverty level of 40% is eligible for a SW project. The decision to implement a SW or TA program should be made by the school in consultation with the district. There are a number of considerations in making this decision:

1. SW programs may use the Title I funds to upgrade the total educational program of the school. TA programs must use the Title I funds to benefit only the students identified as Title I students. In SW, for example, all students and teachers may use equipment and materials purchased with Title I funds. In TA schools, equipment and materials must be monitored to ensure use only with eligible students. In SW, funds may be used to pay classroom teachers to reduce the student/teacher ratio, to pay reading or math coaches to work throughout the school, or to pay for additional counselors. However, in a TA project, only staff that work directly with identified Title I students may be paid with Title I funds.
2. SW programs are not required to identify specific children for Title I services. Thus, the school does not have to implement specific procedures to select students for services or maintain records to show that only these children have been served. There is more flexibility to serve children according to their specific needs at the time. In addition, children are not stigmatized by their identification.
3. The SW program encourages the participation of all staff toward the goal of high achievement for all students in the school, especially the lowest-achieving students.
4. In the SW school, all teachers must meet the "highly qualified" requirements of NCLB, while in the TA school, only Title I teachers must meet these requirements. All teachers have until the end of the 2005-06 to meet these requirements.
5. In SW, all paraprofessionals must meet the higher qualifications of NCLB, while only those paraprofessionals paid with Title I funds must meet these requirements in the TA school.

Designation as a SW or TA program has no effect on the school's allocation. Allocations must be based solely on the poverty status of the school.

### **E: Schoolwide Programs**

Any school with a poverty level at or above 40% is eligible to conduct a schoolwide (SW) program. The decision to conduct a SW, rather than a TA, program should be made by the school, in consultation with the district. SW schools must comply with all of the requirements of Section 1114 of NCLB. A SW program must include all of the following components:

1. A comprehensive needs assessment based on an analysis of available achievement data
2. Schoolwide reform strategies that
  - a. Provide opportunities, based on best knowledge and practice, for all children to meet the state's standards
  - b. Are based on effective means of improving achievement
  - c. Use effective instructional strategies that
    - i. Increase the amount and quality of learning time
    - ii. Provide an enriched and accelerated curriculum
    - iii. Meet the educational needs of historically underserved populations
  - d. Address the needs of all children in the school
  - e. Address how the school will determine if those needs have been met
  - f. Are consistent with state and local improvement plans
3. Instruction by highly qualified professional staff
4. Professional development
5. Strategies to increase parental involvement
6. Strategies for assisting preschool children in the transition to the SW program
7. Activities to ensure that students having difficulty will be provided effective, timely assistance, including
  - a. Identifying difficulties on a timely basis and with sufficient information
  - b. Training for teachers in how to identify difficulties and provide assistance
  - c. Parent-teacher conferences for students not meeting standards to discuss responsibilities of school and parents

The school is required to develop, in consultation with the district and its school support team, a comprehensive plan for reforming the total instructional program in the school. Ideally, this plan is the same as the School Improvement Plan required by the Florida Department of Education. The plan should

1. Incorporate the components given above
2. Describe how the school will use resources to implement the components

3. Include a list of federal, state and local programs that will be included in the SW project
4. Describe the achievement data for students and effective instructional practices

The SW plan must be developed with the participation of teachers, principals, other school staff, pupil services personnel (if appropriate), **parents** and members of the community. A school must demonstrate to the district that it has received high-quality technical assistance and support in preparing for a schoolwide project. In addition, the SW plan must be developed during a one-year period, unless the district, after considering the recommendation of the technical assistance providers, determines that less time is needed.

A SW school may consolidate and use Title I funds together with other federal, state, and local funds that the school receives to operate its program. However, the school must still comply with the basic requirement that the Title I funds supplement, not supplant, the total amount of funds that would, in the absence of federal funds, be made available from non-federal sources for the school.

Specific provisions of the law relating to this topic may be found in greater detail at: <http://www.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1114>

## **F. Targeted Assistance Programs**

Eligible schools with a poverty level less than 40% or schools that choose not to operate a SW program must operate as Targeted Assistance Title I programs. In such programs, the Title I services are targeted to specific students identified as most at risk of failing to meet the State's challenging academic achievement standards.

Students in Grades 3 through 12 must be identified "on the basis of multiple, educationally related, objective criteria established by the local educational agency and supplemented by the school." For example, a student's FCAT score would be an appropriate educationally related, objective criterion but would not be sufficient by itself. To create multiple criteria, the district or school could utilize such data as retention status, reading level, other diagnostic assessments, and teacher-developed checklists of objectives, in addition to FCAT Reading and/or Mathematics scores.

Students in kindergarten through Grade 2 are to be "selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures." Districts may use diagnostic assessments, such as DIBELS, as part of the selection criteria for these students.

Use of the selection criteria should result in a score for each student, so that students may be ranked by their need for Title I services. If resources are limited, students must be served in order of their need.

Schools within a district may differ in the type of Title I program offered, including grade levels served, subject area (reading or mathematics), method of providing

services (tutoring, small group, and/or through technology), curriculum, and time of service.

In a targeted assistance program, the school must:

1. Use Title I resources to help participating children meet the state's academic achievement standards
2. Ensure that planning for Title I students is incorporated into existing school planning
3. Use effective methods and instructional strategies that rely on scientifically based research to strengthen the core academic program of the school
  - a. Give primary consideration to providing extended learning time, such as an extended school year, before- and after-school programs, and summer programs and opportunities
  - b. Help provide an accelerated, high-quality curriculum, including applied learning
  - c. Minimize removing children from the regular classroom during regular school hours for Title I instruction
4. Coordinate with and support the regular education program
5. Provide instruction by "highly qualified" teachers
6. Provide opportunities for professional development using Title I and other resources for principals, teachers, paraprofessionals, and, as appropriate, pupil services personnel, parents and other staff who work with Title I students
7. Provide strategies to increase parental involvement
8. Coordinate Title I services with other programs

Specific provisions of the law relating to this topic may be found in greater detail at: <http://www.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1115>.

### **G. Students in Private (Nonpublic) Schools**

Under NCLB, districts are obligated to provide Title I services to eligible private school students. It is important to make the distinction that Title I does not provide services to private schools; it serves eligible students attending private schools. The State provides a list of private schools to districts. It is the responsibility of each district to send letters to private schools on the list advising them of the availability of services funded by federal programs, including Title I, for eligible private school students.

Funds generated by poor private school students who reside in Title I attendance areas are used only for instructional services to eligible private school students. Following are some examples of instructional and non-instructional costs:

### **Non-Instructional Costs (Not allowable)**

- Insurance
- Maintenance
- Electricity
- Transportation
- Non-instructional technicians
- Mobile instructional vans/units
- Administration

### **Instructional Costs**

- Professional Development
- Parental Involvement
- Summer School
- Services for neglected children

The district is responsible for identifying eligible private school students. Eligible students are private school students who reside in participating public school Title I attendance areas AND are failing or most at risk of failing to meet high standards. Included as eligible are students who are homeless or who were enrolled for the two preceding years in Head Start, Even Start, Early Reading First, Title I Preschool, or Title I, Part C (Migrant Education) preschool programs.

Students must be selected for Title I services on the basis of multiple, educationally-related, developmentally-appropriate criteria, from the list of names of eligible students provided by the private school. Poverty is NOT a criterion for selection. Selection criteria may include achievement tests, teacher referral and recommendation, classroom performance, grades, and interviews with parents. Children from preschool through grade two are selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures. [See Section 1115(b)(1) & (2)]

Title I services must be supplemental in nature and cannot replace or supplant services that would, in the absence of Title I, be available to participating private school children. Types of services could include:

- Specialized instruction outside the regular classroom by a district employee or third party contractor
- Extended learning time (before and after school and in the summer)
- Family Literacy
- Early Childhood
- Home tutoring
- Take home computers
- Computer-assisted instruction
- Combination of services listed above

Services can be onsite, including within religious schools (1997 U.S. Supreme Court decision in *Agostini v. Felton*)

To ensure timely and meaningful consultation, district personnel must consult with appropriate private school officials prior to the district making any decision that affects the opportunities of eligible private school children to participate in programs. Consultation should include:

- How many private school students will be served
- What the per-pupil allocation will be
- Which eligible students will receive services
- How administrative costs and capital expenses will be handled
- Whether or not to “pool” resources
- What criteria the district will use to identify the needs of eligible private school students
- How the district will coordinate the Title I program with the regular classroom program
- What assessment tool will be used
- If the program will be conducted at the private school or another site
- What subject areas and grade levels should be served
- If services will be provided by district personnel or a 3rd party contractor

The district is also responsible for assessing the impact of Title I services to private school students. The Title I requirement for public schools to test all students annually by 2005-06 does not apply to private schools. However, it does apply to the Title I program provided by the district to private school students. The district must assess private school Title I participants, using appropriate standardized assessments, as determined in consultation. In consultation with private school officials, the LEA must define “annual progress” for private school Title I participants.

The district also must offer services for teachers and parents of students in private schools. From funds reserved for parent involvement and professional development, a district must ensure that teachers and families of participating private school children participate on an equitable basis in parent involvement and professional development activities.

The district must consult with private school officials and parents of participating private school students regarding parental involvement activities and must develop a parent compact between the district and parents of Title I students. The district must also consult with private school teachers and administrators in designing professional development specifically designed to meet the needs of private school teachers who teach Title I students in their regular classrooms.

Specific provisions of the law relating to this topic may be found in greater detail at: <http://www.ed.gov/pubs/ServPrivate/part2.html#Part%20A>.

## **H: Parental Involvement**

Parental involvement is an extremely critical part of the Title I program. Each district is required to set aside 1% of its Title I allocation for parent involvement. (If a district

receives less than \$50,000 as its allocation, this requirement is waived.) Ninety-five percent of that must be allocated out to the schools. Both the district and each Title I school must address the parent involvement requirements of NCLB in their plans.

Each district must develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy. Additionally, the district must provide the coordination, technical assistance, and other support necessary to assist its Title I schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance. Lastly, the district is responsible for conducting an annual evaluation of parent involvement.

Title I schools must complete the following parental involvement requirements:

1. Develop, jointly with parents, a written parent involvement policy and distribute it to parents of participating children. The policy must be updated periodically;
2. Convene an annual meeting to inform parents of their school's participation in Title I and their rights to be involved;
3. Offer a flexible number of meetings and times of meetings;
4. Provide transportation, child care, or home visits related to parent involvement, as needed;
5. Develop jointly with parents a school-parent compact which outlines how the parents, school staff, and child will share responsibility for improved achievement. In Schoolwide schools, the school-parent compact should be completed annually for each child. In Targeted Assistance schools, the compact should be completed annually for each Title I child;
6. Educate teachers, principals and other staff in the value and contributions parents can provide as equal partners and build ties between parents and school; and,
7. Coordinate and integrate parent involvement programs with such programs as Head Start, Even Start, Early Reading First, Parents as Teachers and other preschool programs.

Additionally, schoolwide programs must make sure that the schoolwide plan is developed with the involvement of parents and the community and that it is made available to parents.

Schools have a responsibility for parent education, including providing parents:

1. Timely information about programs;
2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress and proficiency levels students are expected to meet;
3. Interpretation of the results of individual student academic assessment and a report of the adequate yearly progress of the school toward meeting state goals;

4. Assistance to parents in such areas as understanding the State's academic content and student academic achievement standards;
5. Assistance to parents in how to monitor their children's progress and work with educators to improve achievement of their children;
6. Materials and training, including coordinating necessary literacy training and using technology;
7. Training for parents on how to work with their children to improve achievement;
8. Opportunities for regular meetings to share experiences and provide suggestions, including a timely response to suggestions; and,
9. Other activities, as appropriate and feasible, such as parent resource centers and opportunities for parents to learn about child development and rearing.

Communication is an important component of parent involvement. Specific communication requirements include that the school must:

1. Ensure, to the extent possible, that information is sent home in the language used in the home;
2. Notify parents if their child is in a classroom that is taught (for four weeks or more) by a teacher who is not "highly qualified;"
3. Notify parents of their right to receive information about the professional qualifications of their child's teacher and any paraprofessionals working with their child;
4. Notify parents if the school is identified for school improvement, corrective action or restructuring;
5. Notify parents of their right to an explanation of the parents' option to transfer their child to another public school, if the school is identified for improvement;
6. Notify parents about their options for Supplemental Services during the second year that the school is identified for school improvement; and,
7. Notify parents if the school has been identified as "persistently dangerous."

Title I funds may be used for parent involvement activities, such as the following:

1. Providing parent-liaisons at the school to work with parents;
2. Paying teachers or consultants to provide workshops for parents;
3. Costs of parent involvement meetings;
4. Setting up parent resource centers at schools or other locations; and
5. Parent newsletters and other communications required by Title I.

Specific provisions of the law relating to this topic may be found in greater detail at: <http://www.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1118>

### III. Accountability, AYP, and School Improvement

- A: Accountability
- B: Adequate Yearly Progress (APY)
- C: School Improvement
- D: Choice
- E: Supplemental Educational Services
- F: LEA (District) Improvement

## **A. Accountability**

The accountability provisions found in Section 1116 of Title I of the No Child Left Behind Act of 2001 have the most far-reaching consequences of any part of this legislation. Under NCLB, every state must implement an accountability system that includes:

1. Academic standards in Reading/Language Arts and Mathematics for students in grades 3-8;
2. Annual assessment of students in grades 3-8 and once during high school;
3. Goal of having all students proficient in Reading and Mathematics by 2014;
4. Annual performance targets which define Adequate Yearly Progress (AYP) for all public schools; and,
5. Specific penalties for schools that do not achieve these targets.

Florida's accountability system is based on the Sunshine State Standards, which describe what students should know and be able to do in the academic areas for each grade level. Florida's state assessment is the Florida Comprehensive Assessment Test (FCAT), which is administered in Reading and Mathematics in grades 3-10, Writing in grades 4, 8, and 10, and Science in grades 5, 8 and 11. More information on the FCAT can be found at: <http://firn.edu/doe/sas/fcat.htm>.

## **B. Adequate Yearly Progress (AYP)**

Adequate Yearly Progress (AYP) measures the progress of all public schools and school districts toward enabling all students to meet the State's challenging academic achievement standards. In order to ensure that all students are making progress, NCLB requires that objectives be set both for the school as a whole and for specific subgroups of students. The goal of NCLB is to have 100 percent of students proficient by 2013-14.

A school in Florida makes AYP if:

1. At least 95% of all students in the school and of each subgroup are tested each year;
2. The percentage of students proficient in writing improves by at least 1% from the previous year or is at least 90%;
3. The percentage of students proficient in reading in the school as a whole and in each subgroup meets the target for the current year;
4. The percentage of students proficient in mathematics in the school as a whole and in each subgroup meets the target for the current year;
5. Schools or districts with subgroups that do not meet the targets for reading or math can meet AYP by reducing the proportion of non-proficient students in that subgroup by at least 10 percent from the prior year (Safe Harbor);

6. In high schools, the graduation rate increases at least 1% from the previous year or is at least 85%; and,
7. The school grade under the A+ system is A, B, or C.

The subgroups are: each of the five race/ethnicity groups; economically disadvantaged students (students receiving free or reduced price lunch), students who are Limited English Proficient (LEP), and students with disabilities.

Students are considered to be proficient in Reading if they score at Level 3 or above on the FCAT Reading Test and proficient in Mathematics if they score at Level 3 or above on the FCAT Math Test. Students are proficient in Writing, for AYP purposes, if they score 3.0 or above on the FCAT Writing Test.

Proficiency targets for Florida schools currently are as follows:

<u>Years</u>	<u>Math</u>	<u>Reading</u>
2001-02 to 2003-04	38%	31%
2004-05 to 2006-07	53%	48%
2007-08 to 2009-10	68%	65%
2010-11 to 2012-13	83%	82%
2013-14	100%	100%

The State has submitted a request to the United States Department of Education for the following changes in the State Accountability Plan:

1. Change the proficiency targets to equal intervals each year rather than larger increases each three years. This would result in targets of 37% for reading and 44% for math for the 2004-05 school year;
2. Keep the number of students in a subgroup to be counted at 30, but only if that is at least 15% of the total population; and,
3. Use a learning gains model instead of decrease in percent non-proficient for the "Safe Harbor" clause.

More information on the Florida's accountability provisions and AYP can be found at <http://www.fldoe.org/NCLB/>

### **C. School Improvement**

Title I schools are subject to the school improvement provisions of NCLB. Title I schools that have not made AYP for two consecutive school years will be identified as needing school improvement before the beginning of the next school year. Immediately after a school is found to be in need of improvement, officials should receive help and technical assistance. These schools must develop a two-year plan to "turn around" the school. The school must also use at least 10% of its Title I allocation for professional development to meet identified needs.

NCLB specifies consequences for each year that a Title I school is identified for improvement. In the first year, the school must offer choice to parents of all students

in the school. In the second year, the school must continue to offer choice to all students and offer supplemental educational services to parents of students eligible for free and/or reduced price lunch.

If the school fails to make AYP for four consecutive years (third year of identification for school improvement), the district must implement certain corrective actions to improve the school, such as replacing certain staff or fully implementing a new curriculum, as well as continuing to offer public school choice and paying for supplemental educational services.

If a school fails to make AYP for five consecutive years, it will be identified for restructuring. First, it would have to develop a plan and make the necessary arrangements to implement significant alternative governance actions, state takeover, the hiring of a private management contractor, converting to a charter school, or significant staff restructuring. During this entire time of getting the school help, School Choice and Supplemental Educational Services must be offered.

#### **D. Choice**

NCLB states that students in a school identified for improvement should be given the option to transfer to a higher-performing public school in the district. Florida offers districts the flexibility of five choices for schools in their first year of improvement, including these options:

1. Transfer to a higher-performing public school in the district;
2. Remain at the school previously chosen through Florida's choice options;
3. School Within a School Model Program;
4. State-approved supplemental educational services (SES) Program; or,
5. District-approved supplemental educational services Program.

At least two of the above options must be made available to parents of all students in any Title I school identified for its first year of school improvement. If the student chooses to transfer to another school, the district must pay for transportation to that school.

The district must also submit an online Choice Plan to DOE. Since Choice programs involve several departments in most districts, the district is advised to develop a Choice team to address all of the issues. More specific information about the Choice options can be found at: <http://www.bsi.fsu.edu/>.

#### **E. Supplemental Educational Services**

If the Title I school does not make AYP for three consecutive years, the school remains in school improvement, and the district must continue to offer public school choice to students in that school. The school must also provide supplemental educational services to disadvantaged children. Supplemental educational services are defined by the *No Child Left Behind Act (NCLB)* as "additional academic

instruction in reading and/or mathematics, usually tutoring or small-group instruction, offered to eligible students in low-performing Title I schools outside the regular school day.” The purpose is to increase the academic achievement of these students.

The district must offer parents of eligible students the opportunity to choose an SES provider. Eligible students are those who are eligible for free and/or reduced price lunch. Students who choose SES may not also participate in the district’s “Choice” options available to all students in Title I schools in the first year of improvement.

Services are provided by state-approved SES providers. These providers could be private for-profit or non-profit entities, school districts, public or private schools, or other organizations. To provide services, every entity must submit an application to the state and meet state criteria for approval. Schools and districts identified for improvement may not be providers.

Each district must set aside the equivalent of 20% of its total Title I allocation to meet Choice and SES requirements when any of its Title I schools is identified for improvement. Funds may include state and/or local funds. At least 5% of the set-aside must be used for Choice and 5% for SES, if needed, with the remaining 10% spent for either Choice or SES, as needed. The district must pay for every child receiving SES an amount that is the lesser of the district per pupil Title I allocation or the actual cost of the services. If resources do not allow for serving all requesting students, the district should prioritize the list of students requesting SES by academic need.

Each district is also required to submit an online SES plan to DOE. More specific information can be found at: <http://floridaschoolchoice.org>

## **F. LEA (District) Improvement**

Districts, as well as schools, must meet the AYP targets each year, both for the district as a whole and for the designated sub groups within the district. To determine AYP for the district, the assessment results for all of its students at all grade levels are aggregated. If a district does not meet the AYP targets for two years in a row, it is also identified for program improvement.

Districts that are identified for improvement must submit a plan for improvement to DOE, not later than three months after identification, and implement the plan no later than the beginning of the school year following identification. The plan must:

1. Incorporate strategies based on scientifically-based research that strengthen the core academic subjects;
2. Identify and adopt actions that have the greatest likelihood of improving achievement;
3. Describe how it will commit 10% of its Title I, Part A funds for professional development;
4. Establish specific annual measurable objectives for students in each of the subgroups that will meet the goal of having all students proficient in 2013-14;

5. Address the specific teaching and learning needs of its schools and the specific academic needs of low-achieving students;
6. Include strategies to improve parent involvement;
7. Incorporate, as appropriate, activities before school, after school, and during the summer; and,
8. Describe the shared responsibility of the State and district for improvement.

If a district consistently fails to make adequate yearly progress, the State is required to implement a system of corrective actions. Guidance on LEA improvement is available at: <http://www.ed.gov/policyelsec/guid/schoolimprovementguid.pdf>.

## IV. Highly Qualified Staff

A: Teachers

B: Paraprofessionals

C: Monitoring and Reporting

D: Professional Development

During the review of Title I (Chapter 1) for the reauthorization of the law in 2001, Congress noted that a large proportion of the instruction for Title I children was provided by paraprofessionals (instructional aides). In most cases, these aides had only a high school diploma; thus, the students most in need were being taught by the least qualified staff. Also, teachers in high poverty Title I schools were often less qualified and less experienced than those in low poverty schools. For these reasons, NCLB contains a number of provisions requiring “high quality” instructional staff in Title I schools. Indeed, in the case of teachers, NCLB goes beyond Title I schools, requiring higher qualifications for teachers across the district.

## **A. Teachers**

Studies have consistently shown that the quality of teachers has the most significant impact on student achievement of any school factor. As mentioned earlier, a review of Title I history indicated that teachers in higher poverty schools were often less qualified than those in lower poverty schools. Section 1119 of Title I of NCLB sets out increased professional qualifications for teachers, not only in Title I schools, but in all of the district’s schools.

All new teachers of core academic subjects in Title I Schoolwide or Targeted Assistance programs hired after the first day of school in the 2002-2003 school year must meet the highly qualified requirements of NCLB. All experienced teachers of core academic subjects must meet highly qualified requirements no later than June 30, 2006. The core academic subjects include English, reading, language arts, mathematics, science, foreign languages, civics and government, economics, the arts, history, and geography.

Basically, teachers must meet three requirements:

1. Bachelor’s degree or higher
2. Full state certification in the subject area taught
3. Demonstrated competence in each of the subjects taught, either by a rigorous state test or by a “high, objective uniform state standard of evaluation” (HOUSSE)

HOUSSE is a method other than certification or subject testing by which **experienced** teachers can document subject content competency and knowledge in a core academic subject(s) the teacher is teaching. A HOUSSE plan uses multiple components that in total document competency in the subject content to meet requirements for the NCLB highly qualified designation. (PAEC eTool is available for use.)

Requirements differ somewhat for Special Education teachers and those teaching the fine arts. Recent guidance from USDE allows for some flexibility in meeting these requirements for rural teachers, science teachers, and multiple-subject teachers, such as middle school and alternative education teachers. Specific requirements for

highly qualified teachers and a copy of the HOUSSE plan in Florida can be found at: <http://www.fldoe.org/NCLB/personnel.asp#04>

## **B. Paraprofessionals**

NCLB institutes stricter educational requirements for paraprofessionals who work as instructional aides. Paraprofessionals are considered to be working as instructional aides if they are assisting the teacher in the classroom with instruction, tutoring or working with small groups of children, assisting children in a computer lab, or providing instructional support in the media center. Paraprofessionals who assist only with the personal care of children, perform clerical duties, provide technical support for computers, or supervise children in the lunchroom or playground are not considered to be performing instructional duties. Additionally, paraprofessionals who work only with parent involvement or as translators do not have to meet the additional requirements.

Requirements for paraprofessionals relate only to those working as instructional aides in Title I schools. All paraprofessionals must have a high school diploma or GED. In addition, they must meet one of the following requirements:

1. Have completed two years of study (60 credits in Florida) at an institution of higher education (college or university); or,
2. Have an Associate's or higher degree; or,
3. Achieve a passing score on a formal state or local assessment.

The state or local assessment should require the paraprofessional to demonstrate his or her knowledge of, and the ability to assist in instructing, reading, writing, or mathematics (or, if appropriate, readiness in reading, writing, or mathematics). The State has approved the use of certain assessments for this purpose, including the Educational Testing Service's Praxis ParaPro, the College Level Academic Skills Test (CLAST), The FL Teacher Certification Examination General Knowledge Test, and ETS Praxis I: Academic Skills Test.

Paraprofessionals who work in a preschool program funded with Title I funds must also meet the requirements. In a preschool program that is incorporated into the Schoolwide plan, paraprofessionals also must meet the requirements. The requirements also apply to instructional paraprofessionals in Title I charter schools and to paraprofessionals hired by the district to provide instruction to Title I students in private schools. They do not apply to paraprofessionals hired by the private school or a third party contractor.

These requirements went into effect immediately on January 8, 2002 for any Title I paraprofessional hired after that date. Paraprofessionals already in the district on that date have until January 8, 2006 to meet the requirements. All paraprofessionals performing instructional duties in SW schools must comply. In TA schools, only those paraprofessionals paid with Title I, Part A funds must meet the requirements.

The regulations also specify what duties a Title I paraprofessional may assume, including:

1. One-on-one tutoring for eligible students, if the tutoring is scheduled at a time when the student would not otherwise receive instruction from a teacher;
2. Assisting with classroom management;
3. Assisting in computer instruction;
4. Conducting parental involvement activities;
5. Providing instructional support in a library or media center;
6. Acting as a translator; or,
7. Providing instructional support services.

Additionally, a paraprofessional providing instruction must at all times work “under the direct supervision” of a “highly qualified” teacher. That means that the teacher must:

1. Plan the instructional activities of the paraprofessional;
2. Evaluate the achievement of the students; and,
3. Be in “close and frequent physical proximity” to the paraprofessional.

Consequently, a Title I program staffed only by paraprofessionals would not be permissible.

### **C. Monitoring and Reporting**

The district is responsible for monitoring and reporting the number of teachers and paraprofessionals who meet and do not meet the high quality requirements of NCLB to the State. It must have a plan to ensure that all of its teachers in the core academic areas are highly qualified by the end of the 2005-06 school year. Each year, the district must report its progress and the progress of each school in meeting the objectives in the plan.

The district must ensure that the principal of each Title I school attest in writing as to whether the school is in compliance with the requirements regarding highly qualified instructional staff. These attestations must be maintained at the school and the district and made available to the public.

Title I schools also must communicate staff qualifications to parents, if asked. Schools must notify parents that they have the right to the following information:

1. Whether their child’s teacher has met state qualifying and licensing criteria for the grade levels and subject areas the teacher is teaching;
2. Whether the teacher is teaching under emergency or other provisional status;
3. The baccalaureate degree major of the teacher and any other certification or degree held by the teacher; and,
4. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Additionally, if a student is taught for more than four consecutive weeks by a teacher who is not “highly qualified,” the student’s parents must be notified. Guidance on the requirements for highly qualified teachers and paraprofessionals can be found at: <http://www.ed.gov/programs/titleiparta/legislation.html>.

#### **D. Professional Development**

In order to have “highly qualified” staff in Title I schools and throughout the district, NCLB has a number of provisions related to professional development. First, a district must spend at least 5% of its Title I, Part A allocation to ensure that teachers and paraprofessionals meet the qualifications of Section 1119 of Title I. If the district can show that all or “almost all” of its teachers meet the required qualifications, it is not required to set aside funds for this purpose. Although the priority for these funds should be Title I teachers, they may also be used for professional development for teachers of core academic areas in Targeted Assistance schools who are not paid with Title I funds. They may not be used for teachers in non-Title I schools.

Secondly, districts and schools that are identified for improvement must set aside 10% of their Title I allocations for professional development that directly addresses the academic achievement problem(s) which caused the school to be identified for improvement. The district’s 10% can include each of the schools’ 10% reservations for professional development. Schools identified for improvement must also incorporate a teacher mentoring program.

NCLB defines professional development in Title IX and provides further guidance in Title II. One major change is that “one-day or short-term workshops or conferences” are expressly disallowed in the Title IX definition. Title II explains that these short-term workshops are not, by themselves, satisfactory professional development. Staff may attend one-day or short-term workshops only if they are an integral part of schoolwide and/or districtwide educational improvement plans.

Professional development activities are supposed to be high quality, sustained, intensive and classroom focused in order to have a positive, lasting effect on classroom instruction. Sustained professional development can be provided by master teachers designated as reading or mathematics coaches, who model effective instruction and work directly with teachers in the classroom to improve their teaching.

## V. Fiscal Issues

- A: Use of Funds
- B: Supplement Not Supplant
- C: Comparability
- D: Maintenance of Effort

## **A. Use of Funds**

The purpose of Title I, Part A funds is to enable schools to provide opportunities for educationally disadvantaged children to meet the challenging State standards. The district is responsible for ensuring that Title I funds are used appropriately, according to the law. Thus, most district coordinators will enact procedures to monitor expenditures of Title I funds in the schools, including prior approval of purchases of materials, equipment and supplies. Expenditure by schools of Title I funds should be tied to the specific needs and strategies to address those needs outlined in the school's Title I/School Improvement Plan.

No Title I funds should be expended on line items not previously approved by the State through approval of the district's Title I, Part A application. The district may amend its application to add items any time after final approval.

## **B. Supplement Not Supplant**

Districts may use Title I funds only to supplement, and, to the extent practical, increase the level of funds that would, in the absence of Title I funds, be made available from non-federal sources for the education of children participating in Title I programs. In no case may Title I funds be used to supplant – take the place of – funds from non-federal sources.

Auditors would likely presume supplanting had occurred (1) if services were required to be made available under state or local law; (2) if the same services were provided to non-Title I schools with state or local funds; or (3) if services were previously provided by non-Title I funds. The district could refute that presumption if (1) if the district can show that, in the absence of federal funds, it could not have provided services, even if mandated by law; or (2) the district shows that they no longer have funds to provide services and that all state and local funds allocated for that purpose have been expended for that purpose. However, this requires a detailed analysis to support the district's position.

## **C. Comparability**

A district may receive Title I Part A funds only if it uses state and local funds to provide services in Title I schools that are at least comparable to the services provided in schools that are not receiving Part A funds. If the district serves all of its schools with Part A funds, the district must use state and local funds to provide services that are substantially comparable in each Title I school.

A district may determine comparability on a districtwide basis or on a grade-span basis. Even if all schools in the district or in a grade span grouping are served, the district must demonstrate that it will use state and local funds to provide services that, taken as a whole, are substantially comparable in each school. The comparability requirement does not apply to any district that does not have more than one school for each grade span.

A district shall be considered to have met the comparability requirement if the district files with the State a written assurance that it has established and implemented the following:

1. District wide salary schedule;
2. Policy to ensure equivalence among schools in teachers, administrators, and other staff; and,
3. Policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

Alternatively, a district may meet the comparability requirement if it establishes and implements other measures for determining compliance, such as student/teacher ratios. For example, a district may:

1. Compare the average number of students per teacher in each Title I school with the average number of students per teacher in non-Title I schools. A Title I school is comparable if its average does not exceed 110% of the non-Title I schools.
2. Compare the average teacher expenditure per student in each Title I school with the average teacher expenditure per student in non-Title I schools. A Title I school is comparable if its average is at least 90% of the non-Title I school average.

Each year the district submits a comparability report, prepared by its fiscal officer, to the State.

#### **D. Maintenance of Effort**

A district may receive its full Title I allocation for any fiscal year only if the State determines that the district has maintained its fiscal effort in accordance with NCLB. This is demonstrated when either the combined fiscal effort per student or the aggregate expenditures of the district and the State to provide the district's public education program for the preceding year was not less than 90% of the combined fiscal effort or aggregate expenditures for the previous year.

If in the preceding year a district failed to spend at least 90% of what it spent in the previous year, the State must reduce the district's Title I Part A allocation proportionate to the district's failure to maintain effort. Maintenance of Effort reports are submitted with the annual Title I application.

Specific provisions of the law relating to this topic may be found in greater detail at: <http://www.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1120A>. Other resources regulating the use of Title I funds include the Office of Management and Budget (OMB) Circular A-87 ("Cost Principles for State, Local and Indian Tribal Governments") and EDGAR, 34CFR Part 80, which can be found at: <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>.

# Glossary of Terms

## Glossary of Terms

<b>AYP</b>	Adequate Yearly Progress
<b>Choice</b>	Students in a school identified for improvement have the option to transfer to a higher-performing public school in the district
<b>DOE</b>	Florida Department of Education
<b>FCAT</b>	Florida Comprehensive Assessment Test
<b>HOUSSSE</b>	High Objective Uniform State Standard of Evaluation
<b>LEA</b>	Local Educational Agency; i.e., the school district
<b>LEP</b>	Limited English Proficient
<b>NCLB</b>	No Child Left Behind Act of 2001
<b>SEA</b>	State Educational Agency; i.e., the State Department of Education
<b>SES</b>	Supplemental Educational Services
<b>SW</b>	Schoolwide Title I Program
<b>TA</b>	Targeted Assistance Title I Program
<b>USDE</b>	United States Department of Education

# Resources

**Florida Department of Education, Bureau of Student Assistance**  
Lisa Saavedra, Bureau Chief Phone: 850-245-0692

325 West Gaines Street  
Room 314 Turlington Building  
Tallahassee, Florida 32399-0400  
Phone: 850-245-0414 Fax: 850-245-0697  
<http://www.firn.edu/doe/besss/bureau/bureau.htm>

**Office of Title I Programs and Academic Intervention Services**  
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