



A Handbook for Principals



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INTRODUCTION

In 1965, President Johnson introduced the Elementary Secondary Education Act (ESEA) legislation to address the needs of students from poverty. In 1994 President Clinton signed into law the Improving America's Schools Act (IASA) of 1994. This statute amended the ESEA and included the reauthorization of Chapter I as the new Title I. The new law loosened some of the statutory and regulatory program requirements, discouraged pull-out programs and demanded that all children, including the poor and educationally disadvantaged, develop the same knowledge, skills, and level of achievement once expected from only the top students.

On Jan. 8, 2002, President Bush signed into law the No Child Left Behind (NCLB) Act of 2001. This new law represents his education reform plan and contains the most sweeping changes to the Elementary and Secondary Education Act since it was enacted in 1965. It changes the federal government's role in kindergarten through grade 12 education by asking America's schools to describe their success in terms of what each student accomplishes.

No Child Left Behind represents a major shift in thinking about the role of the federal government in public education. The new law has specific provisions that will directly affect your school's plans for new programs, personnel, spending, staff development, intervention strategies, and parental involvement.

The new law drastically changes your spending priorities and operating procedures. The No Child Left Behind Act has new requirements for accountability, highly qualified staff, parental choice, student support, and staff development. It is the most demanding and comprehensive legislation enacted to this date.

"These reforms express my deep belief in our public schools and their mission to build the mind and character of every child, from every background, in every part of America...."

"Too many children are segregated in schools without standards, shuffled from grade to grade. This is discrimination, pure and simple – the soft bigotry of low expectations..."

George Bush

"Every child can learn, and we mean it. And we want to act on it. It means excuses are not good enough, we need results..."

..The President and I believe that the most sacred duty of government is to educate its children. They are our future...

..every child in our public schools will learn. Every single child. Regardless of family income, ethnicity, or zip code..."

Rod Paige

PURPOSE

The purpose of No Child Left Behind 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 and to close the achievement gap with accountability, flexibility, and choice, so that no child is left behind.

SOME OF THE GUIDING PRINCIPLES

- Increasing Accountability by Rewarding Success and Sanctioning Failure
- Increasing Flexibility for States, Districts, and Schools
- Improving Teacher Quality
- Improving Literacy by Putting Reading First
- Informing Parents
- Providing “Choice” for Parents and Students
- Transitioning Limited English Proficient (LEP) Students to English Proficiency
- Emphasis on teaching methods that have been proven to work.

SOME OF THE GOALS

- All students will, at a minimum, obtain proficiency or better in reading and mathematics by the 2013 – 2014 school year.
- All students will be proficient in reading by the end of the third grade, starting with the 2013 – 2014 school year.
- All LEP students will be proficient in English.
- ALL teachers will be highly qualified by the 2005 –2006 school years.
- All students will be educated in learning environments that are safe, drug free and conducive to learning.
- All students will graduate from high school.

OVERVIEW

This handbook provides an overview of the No Child Left Behind Act of 2001. The legislation is a work in progress; revisions are expected and anticipated. In fact, authoritative statements of the Department's interpretation of the Act (results of Negotiated Rulemaking) have been set out in regulations, guidance, and other appropriate documents.

This handbook is not an interpretation or explanation of the legislation; rather, its purpose is to provide a summary of those sections of the law that are of greatest concern to the building principal.

As you refer to this handbook, you will become aware of the central issues affecting your school's day to day operation. You should ALWAYS refer to the law when making decisions regarding procedures, programs and policies that are allowable under NCLB.

Titles I through X are interrelated and interdependent in more ways than ever before. It is important to know the ways that funds can be transferred, combined, and leveraged to maximize the effectiveness of your Title I program. It is equally important to be aware of the many grants and other funding sources, both competitive and formula, that are available at the state and federal level. A thorough reading of NCLB is necessary in order to take advantage of all available resources.

Again, this handbook is not meant to be an interpretation of the NCLB Act, but rather a summary of the most important issues addressed in Title I Part A. Although Titles I through X are included, only Title I Part A is addressed section by section because that part is most important to the building-principal.

This handbook contains the names of state personnel responsible for implementation of various programs as well as web sites from both the state and federal governments that you can refer to for additional assistance.

**TITLE I: IMPROVING THE ACADEMIC ACHIEVEMENT OF
THE DISADVANTAGED
PART A: IMPROVING BASIC PROGRAMS OPERATED BY
THE LOCAL EDUCATIONAL AGENCIES**

PURPOSE

The purpose of Title I 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.

PROGRAM DESCRIPTION

Title I Part A provides formula grants to school districts, which then allocate most of these funds to individual Title I schools based on their number of poor children. The poverty threshold for schoolwide programs is now set at 40 percent.

Funds may be used in two broad approaches:

- Schoolwide Programs: High poverty schools (those with 40 percent or more students from low income families) are eligible to adopt schoolwide programs to raise the achievement of low achieving students by improving instruction throughout the entire school, thus using Title I funds to serve all children.
- Targeted Assistance Programs: Schools that are not eligible for (or do not choose to operate) schoolwide programs must use Title I funds to provide targeted services to low-achieving students.

Title I funds may be used for a variety of services and activities, most commonly for instruction in reading and mathematics. The legislation encourages the use of strategies such as extended day (before and after school programs), extended year, and summer programs to increase learning time. Although districts and schools may use Title I funds to serve children from preschool age through high school, most focus these funds on students in the early grades.

Each local educational agency's plan shall include the following provisions:

- A description of high quality student academic assessments, if any, that are in addition to the academic assessments described in the State plan that the local educational agency and schools served under this part will use -
 - 1) to determine the success of children,
 - 2) to assist in diagnosis,
 - 3) to assist in teaching and learning,
 - 4) to determine revisions needed, and
 - 5) to identify students at risk.
- At the local educational agency's (LEAs) discretion, a description of any other indicators that will be used in addition to the academic indicators described in the State plan to determine adequate yearly progress (AYP). In Tennessee, LEAs do not include other additional indicators for AYP.

- A description of how the local educational agency will provide additional educational assistance to individual students assessed as needing help in meeting the State's challenging student academic achievement standards.
- A description of strategies used to coordinate with Title II to provide professional development.
- A description of coordination with other educational services such as Head Start, Reading First, etc.
- An assurance of participation in the National Assessment of Educational Progress (NAEP).
- A description of how schools are selected for participation.
- A description of how teachers, in consultation with parents, administrators, and pupil services personnel, in targeted assistance schools will identify the eligible children most in need of services.
- A general description of the schoolwide and targeted assistance school program.
- A description of how migratory children are selected.
- A description of how - if appropriate - funds are used to support preschool programs.
- A description of the actions the local educational agency will take to assist its low-achieving schools identified as in need of improvement.
- A description of the actions the local educational agency will take to implement public school choice and supplemental services, consistent with the requirements of the law.
- A description of how the local educational agency will meet the requirements of section 1119 (Qualifications for Teachers and Paraprofessionals).
- A description of services provided to homeless children.
- A description of parental involvement strategies.
- Where appropriate, a description of how the local educational agency will use funds under Title I Part A to support after school (including before school and summer school) and school year extension programs.

CHANGES IN ASSESSMENT IN NCLB

Each State plan shall demonstrate that the State educational agency, in consultation with local educational agencies, has implemented a set of high quality, yearly, student academic assessments that include, at a minimum, academic assessments in mathematics, reading / language arts, and science that will be used as the primary means of determining the yearly performance of the State and of each local educational agency and school in the State in enabling all children to meet the State's challenging student academic achievement standards.

These assessments must be aligned with State academic content and achievement standards and involve multiple measures, including measures of higher order thinking and understanding.

Guidelines:

Assessments through 2004-2005: Maintains 1994 ESEA requirement for assessments in reading and math at three grade spans (3-5, 6-9, 10-12) through the 2004-2005 school year.

Assessments beginning 2005-2006: Requires annual assessments in reading and math for grades 3-8 beginning in 2005-2006, with the development of science standards in 2005-2006, and with the addition of science assessments in 2007-2008 (but only in the same three grade spans as the 1994 law).

Assessments for LEP Students: Requires reading assessments using tests written in English for any student who has attended school in the US (excluding Puerto Rico) for 3 or more consecutive years, with LEA discretion to use tests in another language for up to 2 additional years. States also must annually assess English proficiency for all LEP students beginning with the 2002-2003 school year.

Assessments / NAEP: States must participate in biennial National Assessment of Educational Progress (NAEP) assessments in reading and mathematics for fourth and eighth graders, beginning in 2002-03, so long as the Department pays the cost of administering those assessments. State level NAEP data will enable policymakers to examine the relative rigor of State standards and assessments against a common metric.

CHANGES IN ACCOUNTABILITY IN NCLB

Each State plan shall implement a single, Statewide State accountability system that will be effective in ensuring that public elementary schools, and secondary schools make adequate yearly progress (AYP) as defined by the State.

The No Child Left Behind Act of 2001 maintains the same general Accountability structure as the 1994 ESEA reauthorization. However, the NCLB Act includes the following changes that significantly strengthen that structure.

Each State accountability system shall –

- be based on the State’s adopted academic standards and academic assessments,
- be the same accountability system the State uses for all public elementary schools and secondary schools or all local educational agencies in the State, and
- include the sanctions and rewards the State will use to hold local educational agencies and public elementary schools and secondary schools accountable for students achievement and for ensuring that they make adequate yearly progress.

Accountability: Each State’s plan shall demonstrate what constitutes adequate yearly progress of the State, and of all public elementary schools, secondary schools, and local educational agencies in the State.

Guidelines:

One Statewide System: Requires a single, statewide accountability system for all local educational agencies (LEAs) and public schools, LEAs and schools not receiving Title I funds are not subject to the school improvement provisions of 1116(c).

Adequate Yearly Progress (AYP): NCLB tightens the definition of adequate yearly progress (AYP) to include annual statewide measurable objectives for improved achievement by all students as well as specific groups, including economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and LEP students. The overall goal is for all students to meet the "proficient" level no later than 12 years after the 2001-2002 school year. AYP is to be based primarily on State assessments; one additional academic indicator is required and other indicators are permitted, but they may not be used to reduce the number or change the identity of schools otherwise subject to improvement under Section 1116. Each student group must meet the statewide achievement goal for a school to make AYP. If a group does not meet the State goal, the school can be considered to have made AYP if the percentage of students in that group not reaching the proficient level falls by at least 10 percent. At least 95 percent of each group must participate in State assessments. States may average up to three years of data in making AYP determinations. In Tennessee, schools or LEAs that do not make AYP for two consecutive years are called "high priority".

Annual Progress Reports: Requires State and LEA report cards to the public no later than the beginning of the 2002-2003 school year. Also requires annual State reports to the Secretary, to be transmitted in summary form to the Congress, beginning in 2002-2003.

Parent Notifications: Adds "Parents Right to Know" provision requiring LEAs to annually notify parents of their right to request information on the professional qualifications of their child's teachers.

Sanctions:

Failure to Define AYP and Requirements of NCLB: Requires the Secretary to withhold up to 25 percent of funds for State administration from States that have failed to meet the 1994 deadlines for putting in place standards and a system for measuring AYP, and permits the Secretary to withhold an unspecified amount of State administrative funds from a State that fails to meet requirements of the new law.

School Improvement: Requires schools identified for improvement to develop two-year improvement plans incorporating strategies from scientifically based research on how to strengthen the core academic subjects and address the specific issues that caused the school to be identified for improvement.

LEA Improvement: Requires LEAs identified for improvement to spend at least 10 percent of their annual Title I Part A allocations on professional development aimed at correcting the deficiencies that led to identification for improvement.

Tennessee Accountability Chart
Additional Requirements for Title I Schools under No Child Left Behind

Target	School Improvement 1 & School Improvement 1-Improving	School Improvement 2 & School Improvement 2-Improving	Corrective Action & Corrective Action-Improving	Restructuring 1 & Restructuring 1 Improving	Restructuring 2 & Restructuring 2 Improving Alternative Governance
After First Year of Not Making Adequate Progress (Beginning of Year 2)	After Second Year of Not Making Adequate Progress (Beginning of Year 3)	After Third Year of Not Making Adequate Progress (Beginning of Year 4)	After Fourth Year of Not Making Adequate Progress (Beginning of Year 5)	After Fifth Year of Not Making Adequate Progress (Beginning of Year 6)	After Sixth Year of Not Making Adequate Progress (Beginning of Year 7)
	<p>NCLB</p> <ul style="list-style-type: none"> ◆ Public Notification and Dissemination ◆ Public School Choice ◆ Revise School Improvement Plan (including 10% of funding used for professional development each year school identified) ◆ Plan with Outside Expert ◆ Technical Assistance ◆ Local Peer Review of School Improvement Plan 	<p>NCLB</p> <ul style="list-style-type: none"> ◆ Public Notification and Dissemination ◆ Public School Choice ◆ Supplemental Services ◆ Technical Assistance 	<p>NCLB</p> <ul style="list-style-type: none"> ◆ Public Notification and Dissemination ◆ Public School Choice ◆ Supplemental Services ◆ Technical Assistance ◆ Implement Corrective Action (at least 1) <ul style="list-style-type: none"> ◆ Replace staff ◆ New curriculum ◆ Significantly decrease management authority at the school ◆ Appoint outside expert ◆ Reorganize internal organization 	<p>NCLB</p> <ul style="list-style-type: none"> ◆ Public Notification and Dissemination ◆ Public School Choice ◆ Supplemental Services ◆ Technical Assistance ◆ Continue to Implement Corrective Action ◆ Prepare a Plan with Input from Parents and Teachers and Make Necessary Arrangements for Alternative Governance (Charter School, Replace Staff, Contract for Private Management, Other Major Restructure) 	<p>NCLB</p> <ul style="list-style-type: none"> ◆ Prompt Notification of Affected Teachers & Parents ◆ Public School Choice ◆ Supplemental Services ◆ Technical Assistance ◆ Implement Alternative Governance <ul style="list-style-type: none"> ◆ Reopen as public charter school ◆ Replace all or most of relevant school staff ◆ Contract with a private management company ◆ State takeover ◆ Any other major restructuring

** Note: Title I schools must also implement sanctions under TCA 49-1-602.

Tennessee Accountability Chart
Tennessee State Law Requirements (TCA-49-602)
Applicable to Title I and non-Title I Schools

Target	School Improvement 1 & School Improvement 1-Improving	School Improvement 2 & School Improvement 2-Improving	Corrective Action & Corrective Action-Improving	Restructuring 1 & Restructuring 1 Improving	Restructuring 2 & Restructuring 2 Improving Alternative Governance
After First Year of Not Making Adequate Progress (Beginning of Year 2)	After Second Year of Not Making Adequate Progress (Beginning of Year 3)	After Third Year of Not Making Adequate Progress (Beginning of Year 4)	After Fourth Year of Not Making Adequate Progress (Beginning of Year 5)	After Fifth Year of Not Making Adequate Progress (Beginning of Year 6)	After Sixth Year of Not Making Adequate Progress (Beginning of Year 7)
	<p>TCA-49-1-602</p> <ul style="list-style-type: none"> ◆ (State will publicly identify all schools in need of improvement, Title I and non-Title I, which are at risk of being placed on notice. State sanctions do not apply until a school is placed in school improvement year 2.) 	<p>TCA-49-1-602</p> <ul style="list-style-type: none"> ◆ Joint Study of School System by State Department of Education (SDE) & Comptroller) ◆ SDE Approval of state discretionary grants to schools ◆ SDE provides technical assistance through outside expert ◆ Parent Notification ◆ Revision of School Improvement Plan (TSIP) 	<p>TCA-49-1-602</p> <ul style="list-style-type: none"> ◆ SDE Approve School System's Allocation of Resources to School ◆ SDE Appoint Local Review Committee to Approve & Monitor SIP ◆ Parent Notification ◆ Performance Contract for Principal ◆ Provision of Remediation/Supplemental Services ◆ Public School Choice for Students in Subgroups that Failed AYP ◆ Incorporate Joint Study Findings in TSIP 	<p>TCA-49-1-602</p> <ul style="list-style-type: none"> ◆ SDE Approves School System's Allocation of Financial Resources to School ◆ SDE Approves Allocation of Personnel Resources of School ◆ SDE Presents Options for School to Plan for Alternative Governance/LEA Develops Plan for Alternative Governance (Contract with IHE, State Takeover, Charter School) ◆ Parent Notification ◆ Performance Contract for Principals ◆ Remediation/ Supplemental Services ◆ Public School Choice for Students in Subgroups that Failed AYP 	<p>TCA-49-1-602</p> <ul style="list-style-type: none"> ◆ The Commissioner assumes any and all powers of governance of the school

School Staff Development: Requires schools identified for improvement to spend at least 10 percent of their annual Title I Part A allocations on professional development.

Also, requires LEAs to immediately provide students attending schools identified for improvement the option of attending another public school, which may include a public charter school that is not identified for improvement. LEAs must provide or pay for transportation to the new school, with a limit on the portion of Title I Part A funds that may be used for this purpose.

Supplemental Services: Permits students attending schools in the second year of school improvement (failure to make AYP for 3 consecutive years) to use Title I funds to obtain supplemental educational services from the public or private sector provider of their choice. Caps the per child cost of such services at the lesser of the LEA per child Title I Part A allocation or the cost of services.

Also, requires LEAs to give priority to low-achieving students from low-income families in making available choice and supplemental educational services. Only low-income children are eligible for supplemental services.

Spending Cap: Requires LEAs to use an amount up to 20 percent of their Title I Part A allocations to pay for transportation of students exercising a choice option or obtaining supplemental educational services for eligible students. In reserving such funds, LEAs may not reduce allocations to schools identified for corrective action or restructuring by more than 15 percent.

Student Transfer Options: Permits a student who transferred to another school under these provisions to remain in that school through its highest grade, but the LEA is required to provide transportation to the new school only as long as the student's original school is subject to school improvement, corrective action, or restructuring.

Corrective Action: Strengthens corrective action (required after 2 years in school improvement) to include actions more likely to bring about meaningful change at the school, such as replacing school staff responsible for the continued failure to make AYP, comprehensive implementation of a new curriculum (including professional development), and reorganizing the school internally. Corrective action schools also must continue to provide choice and supplemental services options to their students.

Restructuring: Adds a new restructuring requirement for schools that fail to respond to corrective actions. If a school fails to make AYP after one year of corrective action, it must begin planning for restructuring, which involves fundamental change such as reopening the school as a public charter school, replacing all or most of the school's staff, or turning operation of the school over to a private management company with a demonstrated record of effectiveness, and implement its restructuring plan the following year. Schools identified for restructuring also must continue to provide choice and supplemental services options to their students.

TECHNICAL REQUIREMENTS

Technical Assistance: States and school districts must provide technical assistance to schools identified for school improvement, corrective action, or restructuring. States are required to reserve portions of their Title I funding to benefit schools identified for school improvement, corrective action, or restructuring, and they must distribute 95 percent of these reserved funds to school districts. State assistance must include: establishing school support teams; designating and using distinguished teachers and principals who are chosen from schools that have been especially successful in improving academic achievement; and devising additional approaches to providing assistance, such as through institutions of higher education and educational service agencies or other local consortia, and private providers of scientifically based technical assistance.

Duration of Improvement Status: Permits LEAs to end school improvement, corrective action, or restructuring if the school involved makes AYP for 2 consecutive years. An LEA may delay implementation of supplemental services requirements, corrective action, or restructuring if a school identified for such measures makes AYP for 1 year.

Rewards: Authorizes State Academic Achievement Awards to schools that close achievement gaps or exceed AYP requirements, the designation of schools that make the greatest gains as Distinguished Schools, and financial awards to teachers in schools that receive Academic Achievement Awards. States may reserve up to 5 percent of annual Part A increases for Academic Achievement Awards, and 75 percent of these funds must be awarded to high poverty schools.

Program Effectiveness: Incorporates new language intended to ensure that Title I Part A funds are used only for effective educational practices. The authorization for both schoolwide and targeted assistance programs call for those programs to use effective methods and instructional strategies that are based on scientifically based research. Other provisions call for school improvement plans, professional development, and the technical assistance provided by LEAs to low performing schools all to be based on scientifically based research.

Qualifications for Teachers: Requires LEAs to ensure that all Title I teachers hired after the first day of the first school year following the date of enactment are “highly qualified,” which for new teachers means certified by the State (including alternative routes to State certification), holding at least a bachelor’s degree, and passing a rigorous State test on subject knowledge and teaching skills (definition is in Title IX General Provisions).

Also, requires States to develop plans with annual measurable objectives that will ensure that all teachers teaching in core academic subjects are highly qualified by the end of the 2005-2006 school year. States and LEAs must report annually, beginning with the 2002-2003 school year, on progress toward this goal.

In addition, requires LEAs to use between 5 and 10 percent, inclusive, of their Part A allocations for fiscal years 2002 and 2003, and at least 5 percent thereafter, to ensure that all teachers are highly qualified by the end of the 2005-2006 school year.

Qualifications for Paraprofessionals: Strengthens paraprofessional requirements to include two years of postsecondary education or, for an applicant with a high school diploma, the demonstration of necessary skills on a “formal State or local academic assessment.” All new hires must meet these requirements, and existing paraprofessionals have 4 years to comply with these requirements.

Also, specifies permitted paraprofessional duties and emphasizes that paraprofessionals “may not provide any instructional services” except under the direct supervision of a teacher.

Confirmation: Requires principals to “attest annually in writing” that their schools are in compliance with the teacher and paraprofessional qualification requirements in section 1119.

PRIVATE SCHOOLS

Services to Students: Requires equitable inclusion of private school parents and teachers in parent involvement and professional development activities under sections 1118 and 1119, respectively.

Service Providers: Expands consultation requirements to cover who will provide the services, including a "thorough consideration and analysis" of the potential use of third-party providers and a written explanation if an LEA decides not to honor a private school's request that services be provided by a third-party provider. Also requires consultation to include meetings of agency and private school officials, which must continue throughout implementation and assessment of services.

Documentation: Requires LEAs to document the required consultation, including affirmation by private school officials that consultation occurred, and to forward such documentation to the SEA. Outlines complaint procedures if private school officials are dissatisfied with the outcome of the consultation.

Specifies methods for determining the number of poor children in private schools and permits such determinations to be made biennially.

CHANGES IN FUNDING IN NCLB

The NCLB Act of 2001 made relatively minor changes to most Title I Part A formula provisions.

Distribution

LEA grants total \$13.5 billion in FY02, and will increase to \$25 billion by FY07. The law authorizes allocations of Title I Part A funds to LEAs that meet the requirements of 4 basic funding formulas:

1. Basic Grants (minimum level of poverty)
2. Concentration Grants, (funds increase with poverty level)
3. Targeted Grants (additional funds to highest poverty districts based on percent and number of disadvantaged students), and
4. Education Finance Incentive Grants (additional funds to States based on poverty, “fiscal effort and equity.”)

These funds are received as a single combined allocation that is adjusted by the State under certain circumstances.

The new law also increased funding for State and local support for school improvement from 1/2 percent of Title I Part A allocations under the 1994 ESEA reauthorization to 2 percent under the NCLB Act, rising to 4 percent in 2004.

The new law also establishes a separate \$500 million authorization for which States make subgrants ranging from \$50,000 to \$500,000 to help LEAs comply with the improvement provisions of Section 1116.

DEFINITIONS

The following is a list of definitions, and actions associated with those definitions (when appropriate) that must be carried out during the course of the school year. A plus sign (+) indicates an item that requires action by the principal or the LEA.

Accountability System: Each State sets academic standards for what every child should know and learn. Student academic achievement is measured for every child, every year. The results of these annual tests are reported to the public.

Achievement Gap: The difference between how well low-income and minority children perform on standardized tests as compared with their peers. For many years, low-income and minority children have been falling behind their white peers in terms of academic achievement.

Adequate Yearly Progress: (AYP) An individual State's measure of yearly progress toward achieving State academic standards. "Adequate Yearly Progress" is the minimum level of improvement that States, school districts, and schools must achieve each year.

Alternative Certification: Most teachers are required to have both a college degree in education and a State certification before they can enter the classroom. No Child Left Behind encourages States to offer other methods of qualification that allow talented individuals to teach subjects they know.

Assessment: Another word for "test." Under No Child Left Behind, tests are aligned with academic standards. Beginning in the 2002-2003 school year, schools must administer tests in each of three grade spans: grades 3-5, grades 6-9, and grades 10-12 in all schools. Beginning in the 2005-2006 school year, tests must be administered every year in grades 3 through 8 in math and reading. Beginning in the 2007-2008 school year, science achievement must also be tested.

Charter School: Charter schools are independent public schools designed and operated by educators, parents, community leaders, educational entrepreneurs, and others. They are sponsored by designated local or State educational organizations, which monitor their quality and effectiveness but allow them to operate outside of the traditional system of public schools.

Corrective Action: When a school or school district does not make yearly progress, the State will place it under a "Corrective Action Plan." The plan will include resources to improve teaching, administration, or curriculum. If failure continues, then the State has increased authority to make any necessary, additional changes to ensure improvement.

Disaggregated Data: To disaggregate data is to separate a whole into its parts. In education, this term means that test results are sorted into groups of students who are economically disadvantaged, from racial and ethnic minority groups, have disabilities, or have limited English fluency. This practice allows parents and teachers to see more than just the average score for their child's school. Instead, parents and teachers can see how each student group is performing.

Distinguished Schools: Awards granted to schools when they make major gains in achievement.

Early Reading First: A nationwide effort to provide funds to school districts and other public or private organizations that serve children from low-income families. The Department of Education will make competitive 6-year grants to local education agencies to support early language, literacy, and pre-reading development of preschool-age children, particularly those from low-income families.

Elementary and Secondary Education Act (ESEA): ESEA, which was first enacted in 1965, is the principal federal law affecting K-12 education. The No Child Left Behind Act is the most recent reauthorization of the ESEA.

Flexibility: Refers to a new way of funding public education. The No Child Left Behind Act gives States and school districts unprecedented authority in the use of federal education dollars in exchange for strong accountability for results.

Individual Achievement on State Assessment: A school that received Title I funds must provide each parent information on the achievement level of their child on each of the State academic assessments as soon as is practicably possible after the test is taken.

- + **Language Instruction Educational Program (Failure):** Inform a parent or the parents of a child participating in a language instruction educational program, if needed, of the child's failure not later than 30 days after such failure occurs.
- + **Language Instruction Educational Program (Identified):** Not later than 30 days after the beginning of the school year, inform a parent or parents of a child identified for participation or participating in a language instruction educational program.
- + **Language Instruction Educational Program (Not Identified):** For those children who have not been identified as limited English proficient prior to the beginning of the school year, the local educational agency shall notify parents within the first 2 weeks of the child being placed in a language instruction educational program.
- + **LEA Parent Involvement Policy:** Each local educational agency that receives Title I funds shall develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.

Local Education Agency: LEA is a public board of education or other public authority within a State that maintains administrative control of public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State.

- + **National Assessment of Educational Progress:** An independent benchmark, NAEP is the only nationally representative and continuing assessment of what American students know and can do in various subject areas. Since 1969, the National Center for Education Statistics has conducted NAEP assessments in reading, mathematics, science, writing, U.S. history, geography, civics, and the arts. Districts, schools, and students may voluntarily participate in the National Assessment of Educational Progress. Parents of children selected to participate in any NAEP assessment must be informed before the assessment is administered that their child may be excused from participation.
- + **Paraprofessionals Qualification:** At the beginning of each school year, a local educational agency shall notify the parents if their child is provided services by a paraprofessional and, if so, their qualifications.
- + **Policy Involvement:** Each school 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 and the right of the parents to be involved; (2) offer a flexible number of meetings, such as meetings in the morning or evening; (3) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs.
- + **Public School Choice:** Students in failing schools will have the option to transfer to better public schools in their districts. The school districts will be required to provide transportation to the students. Priority will be given to low-income students.
- + **Reading First:** A bold new national initiative aimed at helping every child in every State become a successful reader.
- + **Report Cards on Statewide Academic Assessment:** No later than the beginning of the 2002-2003 school year, school districts that receive Title I funds must prepare and distribute to parents an annual district report card
- + **School Parent Involvement Policy:** Each school served under this part shall jointly develop with, and distribute to, parents of participating children a written parental involvement policy.
- + **Schools Identified for Improvement, Corrective Action or Restructuring:** A school district receiving Title I funds must promptly notify parents of each student enrolled in an elementary or secondary school identified for improvement, corrective action or restructuring that the school has been so identified, an explanation of what the identification means.
- + **School-Parent Compact:** As a component of the school-level parental involvement policy each school shall jointly develop with parents for all children served under this part a school-parent compact.
- + **Schoolwide Programs:** A district must inform eligible schools and parents of schoolwide program authority under which such schools may consolidate funds from federal, State, and local

sources to upgrade the entire educational program of the school. The school must serve an eligible attendance area in which at least 40% of the children in the area or enrolled in the school are from low-income families.

▪ **Section 1114 (b) Components of a Schoolwide Program-**

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

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

(B) Schoolwide reform strategies that —

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

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

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

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

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

(iii)(I) include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include —

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

(bb) college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and

(cc) the integration of vocational and technical education programs; and

(II) address how the school will determine if such needs have been met; and

(iv) are consistent with, and are designed to implement, the State and local improvement plans, if any.

(C) Instruction by highly qualified teachers.

(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

(F) Strategies to increase parental involvement in accordance with section 1118, such as family literary services.

(G) Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

(H) Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

(I) Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

(J) Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

(2) PLAN-

(A) 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 —

(i) describes how the school will implement the components described in paragraph (1);

(ii) describes how the school will use resources under this part and from other sources to implement those components;

(iii) 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; and

(iv) 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

parents of a child who participates in the academic assessments required by section 1111(b)(3).

(B) PLAN DEVELOPMENT- The comprehensive plan shall be —

(i) developed during a one-year period, unless —

(I) the local educational agency, after considering the recommendation of the technical assistance providers under section 1117, determines that less time is needed to develop and implement the schoolwide program; or

(II) the school is operating a schoolwide program on the day preceding the date of enactment of the No Child Left Behind Act of 2001, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section;

(ii) developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;

(iii) in effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school;

(iv) available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand; and

(v) if appropriate, developed in coordination with programs under Reading First, Early Reading First, Even Start, Carl D. Perkins Vocational and Technical Education Act of 1998, and the Head Start Act.

(c) PREKINDERGARTEN PROGRAM- A school that is eligible for a schoolwide program under this section may use funds made available under this part to establish or enhance prekindergarten programs for children below the age of 6, such as Even Start programs or Early Reading First programs.

State Educational Agency: State Education Agency (SEA) is the agency primarily responsible for the State supervision of public elementary and secondary schools.

- + **Student Privacy:** A district must develop and adopt policies regarding the rights of parents to inspect third party surveys before they are distributed to students; measures to protect student privacy when surveys ask for certain sensitive information.
- + **Supplemental Educational Services:** If a school fails to make adequate yearly progress according to certain statutory timetables, the district must make supplemental educational services available to eligible children in the school. The district must provide annual notice to parents of the availability of these services, the identity of approved providers of these services and a brief description of the services, qualifications and demonstrated effectiveness of each provider.
- + **Teacher Non-Qualified:** Timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks, by a teacher who is not highly qualified.
- + **Teacher Qualification:** At the beginning of each school year, a local educational agency shall notify the parents that they may request information regarding the professional qualifications of the student's classroom teachers.

Teacher Quality: To ensure that every classroom has a highly qualified teacher, States and districts around the country are using innovative programs to address immediate and long-term needs, including alternative recruitment strategies, new approaches to professional development, financial incentive programs, partnerships with local universities, and much more.

Title I: The first section of the ESEA, Title I refers to programs aimed at America's most disadvantaged students. Title I Part A provides assistance to improve the teaching and learning of children in high-

poverty schools to enable those children to meet challenging State academic content and performance standards. Title I reaches about 12.5 million students enrolled in both public and private schools.

Transferability: A new ESEA flexibility authority that allows States and local educational agencies (LEAs) to transfer a portion of the funds that they receive under certain Federal programs to other programs that most effectively address their unique needs to certain activities under Title I.

+ **Unsafe School Choice Option:** Students who attend persistently dangerous public schools or have been victims of a violent crime at school are allowed to transfer to a safer public school.

Highly Qualified Staff:

- + **Teachers:** (Effective for 2002-2003 school year)
 - All newly hired teachers must have at least a regular State license and a bachelor's degree.
 - New secondary teachers must have a degree in the field they are teaching or pass a similar test in the subject(s).
 - New elementary teachers must pass a "rigorous" State test
 - Existing teachers must meet those criteria by the 2005 – 2006 school year.

- + **Paraprofessionals:** (Effective as of 1/8/02)
 - All newly hired paraprofessionals must have completed two years of college, obtained an associate's degree or hold a high school diploma and demonstrate on a "formal" assessment their ability to instruct in reading, writing, and math.
 - All instruction must be under the direct supervision of a "fully qualified" teacher.
 - Existing paraprofessionals must meet this requirement within four years.
 - These requirements do not apply to aids whose primary responsibility is language translation or parental involvement activities.

- + **Voluntary Public School Choice Program:** If a district or school receives a federal grant to fund a voluntary school choice program, it must promptly notify parents of students in the area to be served by the program of the program's availability and a clear explanation of how the program will operate.

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WEB SITES:

Title I Part A Improving Basic Programs Operated by Local Educational Agencies http://www.ed.gov/policy/elsec/leg/esea02/pg2.html
Desktop Reference http://www.ed.gov/admins/lead/account/nclbreference/index.html
No Child Left Behind http://www.nclb.gov
Public School Choice and Supplemental Education Services http://www.ed.gov/about/offices/list/oii/about/choice.html
Title I Paraprofessionals Non-Regulatory Guidance http://www.ed.gov/policy/elsec/guid/paraguidance.doc http://www.ed.gov/offices/SASA/paraguidance
Impact of New Title I Requirements on Charter Schools Non-Regulatory Guidance http://www.ed.gov/policy/elsec/guid/charterguidance03.doc
Tennessee Department of Education: http://www.state.tn.us/education
Federal Programs http://www.state.tn.us/education/fedprog
U.S. Department of Education: http://www.ed.gov

**TITLE I
PART B: STUDENT READING SKILLS IMPROVEMENT GRANT**

SUBPART 1: READING FIRST

PURPOSE

The purpose of this subpart is to provide assistance to States and local educational agencies in establishing reading programs for students in kindergarten through grade 3. It accomplishes this purpose by assisting States and LEAs in administering diagnostic, and classroom based instructional reading assessments, and assisting in the development of effective instructional materials, and researched based learning systems. Coordination among schools, early literacy, and family literacy programs is also encouraged. This assistance is to ensure that every child can read at grade level or above by the end of the third grade.

PROGRAM DESCRIPTION

Reading First will ensure quality by focusing on what works and providing the support needed by SEAs and districts to use the scientifically based reading research to improve reading instruction in kindergarten through third grade. SEAs receiving Reading First grants will support quality by providing professional development that ensures each K-3 teacher will have the skills necessary to teach scientifically based instructional programs and to use various assessments to measure where students are and to monitor their progress. The program will focus on the five key areas that scientifically based reading research has identified as essential components of reading instruction: phonemic awareness, phonics, vocabulary, fluency, and reading comprehension.

CHANGES IN ACCOUNTABILITY IN NCLB

Student Performance: States must provide evidence annually on the extent to which the SEA and school districts have significantly increased the number of students reading at or above grade level. This report identifies those schools and LEAs that report the largest gains in reading achievement and describes the progress that the SEA and LEAs in the State are making to reduce the number of students served in this program who are in 1st, 2nd, or 3rd grade and are reading below grade level. It also reports progress of students in the subgroups listed in Title I AYP provisions.

- The Secretary will also contract with an independent organization to conduct a 5-year, rigorous, scientifically valid, quantitative evaluation of the Reading First State Grants program.
- In addition, within 60 days of the third year of the grant period, each State is required to submit an interim progress report to the Secretary that includes some of the information that is required in the annual reports.

Sanctions:

If an SEA is not making sufficient progress by the end of the third year, the secretary of education may withhold all or part of the additional funds or take other actions that the secretary considers appropriate.

CHANGES IN FEDERAL FUNDING (GRANTS)

Formula Grants: Reading First is a formula grant program to States based on the number of children between the ages of 5 to 17 who come from families below the poverty line. States submit an application to the U.S. Department of Education. Grants are awarded for a period of 6 years. States award subgrants to local communities on a competitive basis. States must provide subgrants of

sufficient size to enable the LEA to improve reading instruction and in amounts related to the number or percentage of students in kindergarten through grade 3 who are reading below grade level.

USE OF FUNDS

Scientifically Based Research: Professional development, instructional programs, and materials used by a State education agency or school district must focus on the five key areas that scientifically based reading research has identified as essential components of reading instruction. The States may reserve up to 20 percent of funds for professional development, technical assistance, and planning, administration, and reporting activities. The LEA may reserve up 3.5 percent of funds for planning and administration.

Professional Development for Teachers: Reading First will provide increased teacher professional development to ensure that all teachers have the skills they need to teach scientifically based instructional programs and to effectively screen, identify and overcome reading barriers facing their students. States will have significant funds to support professional development statewide, not just to school districts receiving Reading First subgrants. This subpart requires subgrantees to provide professional development for teachers of students in kindergarten through grade 3 and special education teachers in kindergarten through grade 12, in the essential components of reading instruction.

Reading First also requires subgrantees to select and administer diagnostics, and assessments to determine which students in kindergarten through grade 3 are at risk of reading failure.

Targeted Assistance Grants: The goal of the program is for all children to read at or above grade level by the end of third grade. In order to determine if progress is being made toward this goal, each SEA is required to report annually on the progress of local school districts, including identifying districts that are significantly increasing the number of children who read at or above grade level. Beginning in fiscal year 2004, targeted assistance grants will be available on a competitive basis to SEAs that demonstrate an increase in student achievement related to the Reading First program.

DEFINITIONS

Eligible Educational Agencies: A local educational agency that is among the local educational agencies in the State with the highest numbers or percentages of students in kindergarten through grade 3 reading below grade level, based on the most currently available data.

Eligible Professional Development Provider: A provider of professional development in reading instruction to teachers, including special education teachers that is based on scientifically based reading research.

Essential Components of Reading Instructions: The term means explicit and systematic instruction in— 1) phonemic awareness; 2) phonics; 3) vocabulary development; 4) reading fluency, including oral reading skills; and 5) reading comprehension strategies.

Instructional Staff: Individuals who have responsibility for teaching children to read; and includes principals, teachers, supervisors of instruction, librarians, library school media specialists, teachers of academic subjects other than reading, and other individuals who have responsibility for assisting children to learn to read

Reading: A complex system of deriving meaning from print that requires the skills and knowledge to understand how phonemes, or speech sounds, are connected to print.

Scientifically Based Reading Research: Research that applies rigorous, systematic, and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties.

Screening, Diagnostic, and Classroom-Based Instructional Reading Assessments:

In general, the terms mean screening reading assessments; diagnostic reading assessments; and classroom-based instructional reading assessments.

Screening Reading Assessment: An assessment that is valid, reliable, and based on scientifically based reading research; and is a brief procedure designed as a first step in identifying children who may be at high risk for delayed development or academic failure and in need of further diagnosis of their need for special services or additional reading instruction.

Diagnostic Reading Assessment: An assessment that 1) is valid, reliable, and based on scientifically based reading research; and 2) used for the purpose of identifying a child's specific areas of strengths and weaknesses so that the child has learned to read by the end of grade three; and 3) used in determining any difficulties that a child may have in learning to read and the potential cause of such difficulties; and also 4) used in helping to determine possible reading intervention strategies and related special needs.

Classroom-Based Instructional Reading Assessment: An assessment that 1) evaluates children's learning based on systematic observations by teachers of children performing academic tasks that are part of their daily classroom experience; and 2) used to improve instruction in reading, including classroom instruction.

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WEB SITES:

Facts About Reading http://www.ed.gov/nclb/methods/reading/readingfirst.html
Questions and Answers on No Child Left Behind Reading http://www.ed.gov/nclb/methods/reading/reading.html http://www.nclb.gov/next/closing/slide030.html
Subpart 1 Reading First http://www.ed.gov/legislation/ESEA02/pg4.html
Reading First http://www.ed.gov/programs/readingfirst/index.html
Reading First Support http://www.readingfirstsupport.us/
A Child Becomes A Reader: Proven Ideas for Parents from Research Birth to Pre School http://www.nifl.gov/partnershipforreading/publications/pdf/low_res_child_reader_B-K.pdf
A Child Becomes A Reader: Proven Ideas for Parents Kindergarten through Grade 3 http://www.nifl.gov/partnershipforreading/publications/pdf/low_res_child_reader_K-3.pdf
Put Reading First: Helping Your Child Learn to Read-A Parent Guide http://www.nifl.gov/partnershipforreading/publications/Parent_br.pdf
Put Reading First: The Research Building Blocks of Reading Instruction http://www.nifl.gov/partnershipforreading/publications/PFRbooklet.pdf
Report to the National Reading Panel http://www.nichd.nih.gov/publications/nrp/smallbook.htm
Reading First in Tennessee http://www.state.tn.us/education/ci/cireadfirst/index.htm

TITLE I
PART B: STUDENT READING SKILLS IMPROVEMENT GRANT
SUBPART 2: EARLY READING FIRST

PURPOSE

The purpose of this part is to....

- to support local efforts to enhance early language, literacy, and pre-reading development in preschoolers,
- to provide cognitive learning opportunities,
- to demonstrate language and literacy activities based on scientifically based reading research,
- to use screening assessments to effectively identify preschool age children who may be at risk of reading failure, and
- to integrate scientific reading research based instructional materials and literacy activities with existing preschool programs

The goal is to use all of the above, and more, in providing a high quality early education to young children, especially children from low-income families. This is to be done through strategies and professional development that are based on scientifically based reading research.

PROGRAM DESCRIPTION

The new Early Reading First Program is a federally administered discretionary grant program. The U.S. Department of Education will make competitive awards for up to three years to local school districts and other eligible organizations that meet the statutory criteria for the Reading First program. The program shall include a description of—

- the programs to be served by the proposed project, including demographic and socioeconomic information on the preschool age children enrolled in the programs;
- how the proposed project will enhance the school readiness of preschool age children in high quality oral language and literature rich environments;
- how the proposed project will prepare and provide ongoing assistance to staff in the programs, through professional development and other support, to provide high-quality language, literacy, and pre-reading activities using scientifically based reading research, for preschool age children;
- how the proposed project will provide services and use instructional materials that are based on scientifically based reading research on early language acquisition, pre-reading activities, and the development of spoken vocabulary skills;
- how the proposed project will help staff in the programs to meet more effectively the diverse needs of preschool age children in the community, including such children with limited English proficiency, disabilities, or other special needs;
- how the proposed project will integrate such instructional materials and literacy activities with existing preschool programs and family literacy services;
- how the proposed project will help children, particularly children experiencing difficulty with spoken language, pre-reading, and early reading skills, to make the transition from preschool to formal classroom instruction in school;
- if the eligible applicant has received a subgrant under subpart 1, how the activities conducted under this subpart will be coordinated with the eligible applicant's activities under subpart 1 at the kindergarten through grade 3 level;
- how the proposed project will evaluate the success of the activities supported under this subpart in enhancing the early language, literacy, and prereading development of preschool age children served by the project; and
- such other information as the Secretary may require.

CHANGES IS ACCOUNTABILITY

Federal - Authorizes an independent evaluation of the program. In addition, the Secretary must report to Congress regarding specific measures of the success of the program no later than October 1, 2004 (interim report) and no later than September 30, 2006 (final report).

Local - Requires grantee to report annually to the Secretary regarding the progress made in addressing the program's purposes, including descriptions of measures specified in the law, such as the research-based instruction, materials, and activities being used in the program; the types of programs funded under the grant and the ages of children served by the programs; the qualifications of program staff and the professional development they receive; and the results of the project's evaluation.

Focus on what works:

Requires programs to use scientifically based research to teach children cognitive and language skills. Programs must base their activities, services, and professional development on scientifically based reading research

Emphasizes the cognitive and language domains - While early childhood programs serve an important function in children's social, emotional, and physical development, research also shows the importance of the early cognitive and language development of young children. Many programs serving young children have not adequately addressed these areas in the past.

CHANGES IN FUNDING

Eligible Entities - One or more LEAs eligible to receive a subgrant under the Reading First State Grants program and/or one or more public or private organizations located in a community served by an LEA eligible to receive a Reading First State Grants subgrant.

Approval of Applications - Requires that grant awards be based on the recommendations of a Federal peer review panel. The panel must include experts in early reading development and early childhood development.

Use of Funds - Authorizes grantees to use program funds to: (1) provide preschool age children with high quality oral language and literature rich environments; (2) provide professional development that is based on scientifically based reading research knowledge of early language and reading development; (3) identify and provide activities and instructional materials that are based on scientifically based reading research; (4) acquire, provide training for, and implement screening reading assessments or other appropriate measures based on scientifically based reading research; and (5) integrate instructional materials, activities, tools, and measures into the programs offered.

Information Dissemination - Authorizes the National Institute for Literacy to disseminate information regarding Early Reading First projects that have proven to be effective.

DEFINITIONS

Eligible Applicant: (a) one or more local educational agencies that are eligible to receive a subgrant under subpart 1; (b) one or more public or private organizations or agencies, acting on behalf of one or more programs that serve preschool age children (such as a program at a Head Start center, a child care

program, or a family literacy program), which organizations or agencies shall be located in a community served by a local educational agency described in subparagraph (a); or (c) one or more local educational agencies described in subparagraph (a) in collaboration with one or more organizations or agencies described in subparagraph (b).

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WEB SITES:

Subpart 2 Early Reading First	http://www.ed.gov/legislation/ESEA02/pg5.html
Early Reading First in a Nutshell	http://www.ed.gov/offices/OESE/earlyreading/aboutus.html
Early Reading First	http://www.ed.gov/programs/earlyreading/index.html
Part Reading First	http://www.nifl.gov/partnershipforreading/publications/reading_first1.html
Early Reading First Presentation	http://www.ed.gov/programs/earlyreading/erfppt/edlite-sld001.html
Early Reading First Resources	http://www.ed.gov/programs/earlyreading/resources.html

**TITLE I
 PART B: STUDENT READING SKILLS IMPROVEMENT GRANT
 SUBPART 3: EVEN START**

PURPOSE

The purpose of this subpart is to help break the cycle of poverty and illiteracy by improving the educational opportunities of the Nation's low-income families by integrating a) early childhood education, b) adult education, c) parenting education, and d) interactive literacy activities for low income families into a unified family literacy program, to be referred to as "Even Start."

PROGRAM DESCRIPTION

The basic premise behind Even Start's family literacy approach is that the four components (adult education, early childhood education, parenting education, and interactive literacy activities for parents and their children) build on each other and that families need to receive all four services in order to bring lasting change and improve children's school success.

Local Even Start projects must provide the four high quality, intensive core educational components taught by qualified staff, as well as support services, year-round. In addition to center based programs, projects also must provide some educational services to families in their homes. Projects must base instructional services on scientifically based reading research. Projects have to collaborate with other agencies to build on educational and support services that already exist in their communities and provide an increasing local funding match. Projects must identify, recruit, and serve those families most in need of services, as well as screen and prepare these families for participation in the program. Projects also have to provide training to their staff, provide for an independent local evaluation, promote the continuity of family literacy services for families, and encourage the active participation and retention of participating families.

Children who have parents who talk and play with them and who read to them have an important advantage. Parents who are competent readers are more likely to have good jobs and be able to help their children in school. Thus, Even Start provides educational services for the family, rather than for just parents or children.

Elements:

Each program assisted under this subpart shall— (1) include the identification and recruitment of families most in need of services, (2) include screening and preparation of parents, (3) be designed to accommodate the participants' work schedule and other responsibilities, (4) promote adult literacy and empower parents to support the educational growth of their children, (5) have a majority of instructor, not later than December 21, 2004, meeting all employment guidelines as outlined in section 1236, (6) include special training of staff to work with parents and young children, (7) provide and monitor integrated instructional services to participating parents and children through home-based programs, (8) operate on a year-round basis, (9) be coordinated with other related federal programs, (10) use instructional programs based on scientifically based reading research, (11) encourage participating families to attend regularly, (12) include reading readiness activities for preschool children based on scientifically based reading research, (13) if applicable, promote the continuity of family literacy to ensure that individuals retain and improve their educational outcomes; (14) ensure that the programs will serve those families most in need, (15) provide for an independent evaluation

CHANGES IN NCLB

- **Staff Qualifications** - Requires that, within 4 years, the majority of individuals providing academic instruction in Even Start whose salaries are paid in whole or in part with Even Start funds have an associate's, bachelor's, or graduate degree in a field related to early childhood education, elementary or secondary school education, or adult education, and, if applicable, meet State qualifications requirements for those areas; all new personnel must meet these requirements beginning on the effective date of the reauthorization (12/21/00). In addition, within 4 years, the individual responsible for the local administration of family literacy services must have received training in the operation of a family literacy program, and paraprofessionals who provide support for academic instruction must have a high school diploma or its equivalent.
- **Scientifically Based Reading Research** - Requires that instructional programs be based on scientifically based reading research.
- **Eligible Participants** - Allows Even Start programs that collaborate with Title I, Part A programs to expand Even Start services to children who are 8 years of age or older if funds from the Part A program are used to contribute to the cost of providing programs for these children.
- **The NCLB Act includes one amendment:** Under the 2000 reauthorization of the program, States may reserve up to 6 percent of funds for State- level activities, including administration, technical assistance for program improvement through a grant or contract, and administering the Indicators of Program Quality requirements in the law. The reauthorized ESEA allows States to also use these funds for improving the quality of family literacy services provided under Even Start programs.

CHANGES IN ACCOUNTABILITY

- **Federal** - Requires an independent evaluation of the program to: (1) determine the performance and effectiveness of the program; (2) identify effective Even Start programs; and (3) provide technical assistance to States and subgrantees to ensure that local evaluations provide accurate information on the effectiveness of the program
- **State** - Requires States to develop indicators of program quality (some are specified in the law) and use them to monitor, evaluate, and improve Even Start programs within the State. (States were required to submit these indicators to the Secretary by June 30, 2001 in order to receive program funds.)
- **Local** - Requires a sub grantee to provide for an independent program evaluation that is to be used for program improvement.

CHANGES IN FUNDING

- **Federal to State** - Formula allocations are based on each State's current-year share of Title I Part A funds, with a minimum State allocation of the greater of \$250,000 or 1/2 of 1 percent
- **State to Local** - SEAs make competitive subgrants to partnerships of LEAs and other organizations, giving priority to proposals that target areas designated as empowerment zones or enterprise communities or that propose to serve families in other high poverty areas.

Set-Asides

- Federal - Requires 6 percent of the annual appropriation for programs serving migrant children, the outlying areas, and Indian tribes and tribal organizations if the appropriated amount for the program exceeds \$200 million (or 5 percent when the appropriation is \$200 million or less). Requires a grant for an Even Start project in a women's prison. Allows up to 3 percent for evaluation and technical assistance.

In years in which the appropriation exceeds the amount appropriated for the preceding fiscal year, requires \$2 million, or 50 percent of the excess, whichever is less, for the National Institute for Literacy (NIFL) to carry out scientifically based research on family literacy. When the appropriation is the same or less than the preceding year's appropriation, requires "sufficient funds" for NIFL to continue multi-year research projects.

Authorizes \$1 million for competitive grants to States for Even Start statewide family literacy initiatives in years when the appropriation increases over the previous year.

- State - Allows SEAs to reserve up to 6 percent of their allocation to administer the program; provide technical assistance for program improvement and replication through subgrants or contracts; develop indicators of program quality and monitor, evaluate, and improve programs based on the State's indicators; and (beginning with the 2001 amendment) improve the quality of family literacy services provided under Even Start programs. An SEA may use up to half of this reservation for program administration.

DEFINITIONS.

Eligible entity: a partnership composed of 1) a local educational agency; and 2) a nonprofit community-based organization: a public agency other than a local educational agency, an institution of higher education, or a public or private nonprofit organization other than a local educational agency, of demonstrated quality.

Eligible organization: means any public or private nonprofit organization with a record of providing effective services to family literacy providers, such as the National Center for Family Literacy, Parents as Teachers, Inc., the Home Instruction Program for Preschool Youngsters, and the Home and School Institute, Inc.;

Indian tribe: and 'tribal organization' have the meanings given those terms in section 4 of the Indian Self-Determination and Education Assistance Act;

Scientifically based reading research: This term is consistent in meaning given in earlier sections.

State: means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

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WEB SITES:

Subpart 3-William F. Goodling Evenstart Family Literacy Programs
<http://www.ed.gov/policy/elsec/leg/esea02/pg6.html>

Guidance for the William F. Goodling Evenstart Family Literacy Programs
<http://www.ed.gov/policy/elsec/guid/evenstartguidance02.doc>

Family Literacy Program
<http://www.state.tn.us/education/sp/spevenstarhome.htm>

National Even Start Association
<http://www.evenstart.org/Default.htm> <http://www.evenstart.org/>

TITLE I

PART C: EDUCATION OF MIGRATORY CHILDREN

PROGRAM PURPOSE

The purpose of this part is to (1) reduce the educational disruptions and other problems that result from repeated moves; (2) ensure that migratory children are not penalized by disparities among the States in curriculum, graduation content and student academic achievement standards; (3) ensure that migratory children are provided with appropriate educational services that address their special needs; (4) ensure that migratory children receive opportunities to meet academic content and achievement standards; (5) help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health related problems, and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to postsecondary education or employment; and (6) ensure that migratory children benefit from State and local systemic reforms.

PROGRAM DESCRIPTION

The Migrant Education Program provides SEAs with funding through a State formula grant based on each State's per pupil expenditure and counts of migrant children between 3 and 21 years old. The statute defines a "migratory child" as a child under 22 years of age who is a migrant agricultural worker or fisher, or who has a parent, spouse, or guardian who is a migrant agricultural worker, and who has moved across school district boundaries within the previous 36 months in order to obtain temporary or seasonal employment in agricultural or fishing work.

Requirements:

Migrant education programs are required to:

- Ensure that the special educational needs of migrant children are identified and addressed;
- Provide migrant students with the opportunity to meet the same challenging State academic content standards that all children are expected to meet;
- Promote interstate and intrastate coordination of services for migrant children, including providing for educational continuity through the timely transfer of pertinent school records;
- Encourage family literacy services for migrant students and their families.

CHANGES IN NCLB

- Hold-Harmless - Adds a hold-harmless requirement beginning in FY 2003 that would provide every State (other than Puerto Rico) at least 100 percent of the amount that it received in FY 2002.
- State Allocations - Beginning in FY 2003, requires that funds in excess of FY 2002 be allocated to States (other than Puerto Rico) based on actual counts of eligible migratory students who resided in the State in the previous year and who received services in the summer or intersession programs provided by the State. (Under current law, funds are allocated on the basis of full-time equivalent counts.)
- Coordination of Migrant Education Activities - Adds requirements that the Secretary assist States in developing effective methods for the electronic transfer of student records and ensure a linkage of

migrant student record systems for the purpose of electronic exchange using the diversity of existing systems. Also requires the Secretary to determine the minimum data elements that each State receiving funds should collect and maintain, and to seek public comment on proposed data elements by publishing them in the Federal Register not later than 120 days after enactment.

CHANGES IN ACCOUNTABILITY

- Holds migrant children to the same challenging state content and student performance standards as all children. Under Title I Part A, state assessment systems must be able to disaggregate the performance results for migrant students. Districts and schools must provide achievement information and school report cards to the parents of migrant students.
- Requires school districts and schools to provide school report cards to the parents of migrant students in a format and, to the extent practicable, in a language that they can understand. All the requirements for Title I assessment, accountability and flexibility must be explained to migrant parents so that they can make informed decisions about their children's education.

ALLOCATIONS

- Federal to State - Funds are allocated to States through a formula on the basis of each State's per-pupil education expenditure for education and its count of migratory children, aged 3 through 21, residing within the State and an adjustment for those students receiving summer services.
- State to Local - Once the Department determines the State's allocation, the SEA provides MEP services and activities either directly or through subgrants to local operating agencies (LOAs) which can be either local educational agencies (LEAs) or other nonprofit private agencies.

DEFINITIONS

Local Operating Agency: The term 'local operating agency' means—

(A) a local educational agency to which a State educational agency makes a subgrant under this part; (B) a public or nonprofit private agency with which a State educational agency or the Secretary makes an arrangement to carry out a project under this part; or

(C) a State educational agency, if the State educational agency operates the State's migrant education program or projects directly.

Migratory Child: The term 'migratory child' means a child who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work— (A) has moved from one school district to another; (B) in a State that is comprised of a single school district, has moved from one administrative area to another within such district; or (C) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

MEP: Migrant Education Program

CONTACTS:

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WEB SITES:

Office of Migrant Education http://www.ed.gov/about/offices/list/oese/ome/index.html
Migrant Education http://www.state.tn.us/education/fedprog/fpmigrant.php
The Office of English Language Acquisition http://www.ed.gov/offices/OELA
National Center for Farm-worker Health, Inc. http://www.ncfh.org

TITLE I

PART D: PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED AND DELINQUENT, OR AT-RISK

PURPOSE

The purpose of this subpart is to improve educational services for children and youth in local and State institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging State academic content standards and challenging State student academic achievement standards that all children in the State are expected to meet; (2) to provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment; and (3) to prevent at-risk youth from dropping out of school, and to provide dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education.

PROGRAM DESCRIPTION

Under SEA programs, states receive formula funds based on the number of children in state operated institutions and per pupil educational expenditures. Each state's allocation is generated by child counts in state juvenile institutions that provide at least 20 hours of instruction from nonfederal funds and adult correctional institutions that provide 15 hours of instruction a week. The SEA then makes subgrants to state agencies based on their proportional share of the state's adjusted enrollment count of neglected or delinquent children and youths.

Under local agency programs, the SEA awards subgrants to districts with high numbers or percentages of children and youth in locally operated juvenile correctional facilities, including facilities involved in community day programs.

Requirements:

State agencies and districts that conduct a program under Title I for neglected or delinquent children and youths are required to:

- Meet the educational needs of neglected, delinquent, and at-risk children and youths, and assist in the transition of these students from correctional facilities to locally operated programs.
- Ensure that these students have the same opportunities to achieve as if they were in local schools in the state.
- Evaluate the program and disaggregate data on participation by gender, race, ethnicity, and age, not less than once every three years.

CHANGES IN NCLB

- State Agency program (Subpart 1: Transition Services) - Increases the amount States may spend on transition activities from a maximum of 10 percent to a maximum of 30 percent (and requires that States spend a minimum of 15 percent).
- Local Agency program (Subpart 2) - Retains the program (which States operate by setting aside money from Title I Part A), but narrows the program to primarily focus on the academic and other

needs of youth released from corrections facilities located in an LEA. (Dropout prevention is also an allowable activity, especially for pregnant and parenting teenagers.

- Annual Model Program - Adds an authority allowing the Secretary to reserve up to 2.5 percent of funds to develop a uniform model to evaluate Title I, Part D programs and to provide technical assistance to support the capacity-building of State agency programs.

CHANGES IN ACCOUNTABILITY

- Maintains requirements that SEAs and LEAs evaluate their program at least once every three years, using multiple measures to determine program impact on participants achievement, credit accrual, transition from a facility to a regular LEA, and success in completing secondary school and obtaining employment.
- The Subpart 2 program: (1) allows an SEA to reduce or terminate a project if an LEA does not show progress in reducing dropout rates over a three-year period; and (2) requires that local correctional facilities and delinquent institutions, after receiving assistance for three years, demonstrate that there has been an increase in the number of youth returning to school, obtaining a secondary school diploma or its equivalent, or obtaining employment after these youths are released.

CHANGES IN ALLOCATIONS

- Federal to State - Funds are allocated to States through a formula based on the number of children in State-operated institutions and per pupil education expenditures for the State. Each State's allocation is generated by child counts in State institutions that provide at least 20 hours of instruction from non Federal funds; adult correctional institutions must provide 15 hours a week.
- State to State Agency - Once the Department determines the State's allocation, the SEA makes subgrants to each state agency based on its proportionate share of the States adjusted enrollment count of N or D children and youth.

DEFINITIONS

Adult Correctional Institutions - The term 'adult correctional institution' means a facility in which persons (including persons under 21 years of age) are confined as a result of a conviction for a criminal offense.

At-Risk - The term 'at-risk', when used with respect to a child, youth, or student, means a school aged individual who is at-risk of academic failure, has a drug or alcohol problem, is pregnant or is a parent, has come into contact with the juvenile justice system in the past, is at least 1 year behind the expected grade level for the age of the individual, has limited English proficiency, is a gang member, has dropped out of school in the past, or has a high absenteeism rate at school.

Community Day Program - The term 'community day program' means a regular program of instruction provided by a State agency at a community day school operated specifically for neglected or delinquent children and youth.

Institutions for Neglected or Delinquent Children and Youth - The term 'institution for neglected or delinquent children and youth' means - (A) a public or private residential facility, other than a foster

home, that is operated for the care of children who have been committed to the institution or voluntarily placed in the institution under applicable State law, due to abandonment, neglect, or death of their parents or guardians; or (B) a public or private residential facility for the care of children who have been adjudicated to be delinquent or in need of supervision.

CONTACTS:

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WEB SITES:

Tennessee Commission of Children and Youth http://www.state.tn.us/tccy/
List of Local N & D Institutions http://www.state.tn.us/education/localinstitutions.pdf
Neglected and Delinquent http://www.state.tn.us/education/fedprog/fptitle1d.php
Neglected & Delinquent State Agency and Local Educational Agency Program http://www.ed.gov/programs/titlepartd/index.html

TITLE I

PART F: COMPREHENSIVE SCHOOL REFORM

PURPOSE

The purpose of this part is to provide financial incentives for schools to develop comprehensive school reforms, based upon scientifically based research and effective practices that include an emphasis on basic academics and parental involvement so that all children can meet challenging State academic content and academic achievement standards.

PROGRAM DESCRIPTION

The Comprehensive School Reform (CSR) program builds on the Title I schoolwide program, which provides greater flexibility in the use of federal funds and encourages the implementation of effective strategies for all students in a school. The CSR program provides start-up financial assistance to schools so that they can implement whole school reforms that reflect the research literature on effective practices in order to help students meet state academic standards.

The CSR statute identifies 11 components of comprehensive school reform:

1) Research-based methods, 2) Comprehensive design, 3) Focus on student achievement, 4) Buy-in, 5) Professional development, 6) Support for school staff 7) Partnerships with parents and communities, 8) External support, 9) Evaluation planning, 10) Combining resources, 11) Evidence of effectiveness. (see definitions)

CHANGES IN NCLB

Authorization - Creates a separate authorization for the program in the ESEA (under Title I, new Part F). Previously, the program had no separate statutory authorization; it was created in the Department's fiscal year 1998 appropriations act and was implemented based on instructions included in the reports accompanying the Department's fiscal year 1998 and 1999 appropriations. Congress has appropriated funds for the program under Part E (Federal Evaluations, Demonstrations, and Transition Projects) of Title I and Part A (Fund for the Improvement of Education) of Title X.

- **Targeting** - Limits awards to LEAs that receive funding under Title I Part A. By comparison, the FY 2001 appropriations made 83 percent of the funding available for LEAs eligible to receive funds under Part A.
- **Additional Reform Component** - In addition to the nine components required currently, adds two new components stipulating that grantees use program funds for comprehensive reforms that: (1) have been found (a) through scientifically based research to improve significantly the academic performance of participating students compared to nonparticipating students; or (b) show strong evidence that the model would significantly improve the performance of participating students; and (2) provide support for teachers, principals, administrators, and other school staff.
- **Quality Initiatives** - Requires the Secretary to carry out "quality initiatives" consisting of: (1) a public-private effort to assist States, LEAs, and schools in making informed decisions in approving or selecting providers of comprehensive school reform; and (2) activities to (a) foster the development of comprehensive school reform models; and (b) provide effective capacity building

for comprehensive school reform providers to expand their work to more schools, ensure quality, and promote financial stability.

- Emphasis on Proven Strategies - Requires that grantees implement comprehensive reforms based on scientifically based research.

CHANGES IN ACCOUNTABILITY

- Federal - Requires national evaluation of, among other things, results achieved by schools after 3 years of implementing comprehensive school reforms and the effectiveness of comprehensive school reforms in schools with diverse characteristics.
- State - Requires each State to conduct an annual evaluation of the effects of the reforms on student achievement and submit the report to the Secretary.
- Local - Requires that schools adopt comprehensive reforms that are based on scientifically based research and effective practices and that include a plan for evaluating annually the implementation of the reforms and their effect on student achievement.

CHANGES IN ALLOCATIONS

- Federal to State - Formula based on each State's prior-year share of Title I Basic Grants (Sec. 1124).
- Within State - Competitive awards to LEAs that receive funds under Title I Part A, with a priority for LEAs planning to use funds in schools in improvement or corrective action under Title I.

DEFINITIONS

Research based methods: Proven strategies and methods for student learning, teaching, and school management that are founded on scientifically based research and effective practices and that have been replicated successfully in schools.

Comprehensive design: Schoolwide reform plans that include instruction, assessment, classroom management, professional development, parental involvement, and school management in a comprehensive approach to addressing the specific needs of the school and enabling all students to meet challenging state standards.

Focus on student achievement: Measurable goals for student academic achievement and benchmarks for meeting these goals.

Buy-in: Support from teachers, principals, administrators, school staff, and other professional staff.

Professional development: High quality and continuous teacher and staff professional development.

Support for school staff: Support for teachers, principals, administrators, and other school staff.

Partnerships with parents and communities: Meaningful involvement of parents and the local community in planning, implementing, and evaluating school improvement activities.

External support: High quality external technical support and assistance from an entity that has experience and expertise in schoolwide reform and improvement.

Evaluation planning: A plan for the annual evaluation of the implementation of school reforms and the student results achieved.

Combining resources: Identification and coordination of other resources, including federal, state, local, and private resources to support and sustain the comprehensive school reform effort.

Evidence of effectiveness: Programs that have been found through scientifically based research to significantly improve the academic achievement of participating children or have strong evidence that they will achieve this result.

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WEB SITES:

The Center for Comprehensive School Reform and Improvement http://www.csrclearinghouse.org/
The Catalog of School Reform Models http://www.nwrel.org/scpd/catalog/index.shtml http://www.nwrel.org/scpd/catalog/modellist.asp
School CSR Self Assessment Tool http://www.nwrel.org/csrdp/tool2.pdf
Assessment of School Readiness http://www.nwrel.org/csrdp/readiness.PDF
Making Good Choices: A Guide for School and Districts http://www.ncrel.org/csri/choices/makegood/title.htm
Comprehensive School Reform Program Overview http://www.ed.gov/programs/compreform/csrdoverview/edlite-sld002.html
Comprehensive School Reform http://www.state.tn.us/education/fedprog/fpcsr.php
CSR Components http://www.state.tn.us/education/csrcomponents.doc

TITLE II: PREPARING, TRAINING, AND RECRUITING HIGH QUALITY TEACHERS AND PRINCIPALS

PART A: TEACHER AND PRINCIPAL TRAINING AND RECRUITING FUND

PURPOSE

The purpose of this part is to provide grants to State educational agencies, local educational agencies, State agencies for higher education, and eligible partnerships in order to—

- (1) increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools; and
- (2) hold local educational agencies and schools accountable for improvements in student academic achievement.

PROGRAM DESCRIPTION

This is a new State formula grant program that combines the Eisenhower Professional Development State Grants and Class-Size Reduction programs into one program that focuses on preparing, training, and recruiting high quality teachers. This program was created because research shows that teacher quality is correlated with student academic achievement.

States must apply to the U.S. Department of Education for funding, and funds are allocated through a formula based on the school age population and the number of children in poverty in each state. After reserving 1 percent for administration, states may use 2.5 percent of allotted funds for teacher quality activities. Ninety-five percent are distributed through subgrants to local districts using a formula that takes into account the school age population and the number of children in poverty in each district. The remaining 2.5 percent of the funds are distributed on a competitive basis through subgrants to partnerships of high need districts, schools of arts and sciences, and the school or department within institutions of higher education that prepares teachers. Because each community may face a variety of challenges with respect to teacher quality, this program allows funds to be used for a wide array of interventions.

CHANGES IN NCLB

- **Increased Flexibility** - Allows LEAs increased flexibility to allocate funds among professional development, class-size reduction, and other teacher quality activities, without the requirements that are in current law.
- **Mathematics and Science Activities** - Eliminates the Eisenhower priority for professional development in mathematics and science and creates a separate Math and Science Partnerships competitive grant program.
- **Competitive Funds** - Caps the amount for competitive grants awarded by State agencies for higher education working in conjunction with the SEA at \$125 million, rather than providing that a certain percentage of program funds be reserved for this purpose. This will reduce the percentage of funds available for this part of the program as appropriations increase.

- State Uses of Funds - New State activities include, among others, reforming teacher and principal certification/licensing requirements, alternative routes to State certification, teacher and principal recruitment and retention initiatives, reforming tenure systems, teacher testing, and merit pay.
- Local Uses of Funds - New local activities include, among others, teacher and principal recruitment and retention initiatives, signing bonuses and other financial incentives, teacher and principal mentoring, reforming tenure systems, merit pay, teacher testing, and pay differentiation initiatives.
- Class Size Reduction - Allows LEAs to use program funds to reduce class size, and does not limit the use of program funds for class size reduction activities in grades 1 through 3, as current law does.
- National Activities - Authorizes the Secretary to: (1) establish a national teacher recruitment campaign, which includes activities carried out through the National Teacher Recruitment Clearinghouse, to assist high need LEAs in recruiting and training teachers and to conduct a national public service campaign about the resources for, and routes to, entering the field of teaching; (2) make competitive grants to assist high need LEAs to recruit and train principals and assistant principals; (3) make competitive grants to support teachers seeking advanced certification or advanced credentialing to SEAs, LEAs, the National Council on Teacher Quality working with an LEA or SEA, or another certification or credentialing organization working with an LEA or SEA; (4) make competitive grants to LEAs and partnerships to improve the knowledge and skills of early childhood educators who work in communities that have high concentrations of children living in poverty; and (5) establish a National Panel on Teacher Mobility to study strategies for increasing mobility and employment opportunities for highly qualified teachers. Also authorizes funds for the University of Northern Colorado to assist other institutions of higher education (IHEs) in training special education teachers.

CHANGES IN ACCOUNTABILITY

- If the SEA determines, based on reports submitted by LEAs describing their performance under the Title I teacher qualification requirements (after these requirements have been in effect for two years), that an LEA in the State has failed to make progress toward meeting its measurable objectives, the LEA must develop an improvement plan to help it meet its objectives. The SEA must provide technical assistance to the LEA and, if applicable, to schools within the LEA while the LEA is developing the improvement plan.
- After an additional year, if the SEA determines that an LEA still has failed to make progress toward meeting its measurable objectives and has failed to make Title I adequate yearly progress for 3 consecutive years, the SEA must enter into an agreement with the LEA on the use of the LEA's funds under this program, including developing professional development strategies and activities and prohibiting the use of Title I Part A funds for any paraprofessional hired after the determination is made.
- In addition, after 3 years of poor performance, SEAs would also provide funds directly to schools to enable teachers to choose, in consultation with the school principal, the professional development activities in which they would like to participate.

CHANGES IN ALLOCATIONS

- Federal to State - Funds are allocated by formula, with each State first receiving its FY 2001 amount for the Eisenhower Professional Development State Grants and Class-Size Reduction programs. Remaining funds are allocated based 35 percent on child population (ages 5 to 17) and 65 percent on child poverty, with each State receiving a minimum of 1/2 of 1 percent.
- State to Local – Subgrants to local educational agencies are suballocated to LEAs by formula. LEAs first receive the amount they received in FY 2001 for the Eisenhower Professional Development State Grants and Class-Size Reduction programs. Remaining funds are allocated based 20 percent on child population (ages 5 to 17) and 80 percent on child poverty. Subgrants to Eligible Partnerships are awarded competitively by the State agency for higher education (SAHE) working in conjunction with the SEA.

DEFINITIONS

High Need Local Educational Agency: The term ‘high-need local educational agency’ means a local educational agency - (A)(i) that serves not fewer than 10,000 children from families with incomes below the poverty line; or (ii) for which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line; and (B)(i) for which there is a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach; or (ii) for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing.

Highly Qualified Paraprofessional: The term ‘highly qualified paraprofessional’ means a paraprofessional who has not less than 2 years of - (A) experience in a classroom; and (B) postsecondary education or demonstrated competence in a field or academic subject for which there is a significant shortage of qualified teachers.

Out-of-Field Teacher: The term ‘out-of-field teacher’ means a teacher who is teaching an academic subject or a grade level for which the teacher is not highly qualified.

Principal: The term ‘principal’ includes an assistant principal.

Eligible Partnership: The term ‘eligible partnership’ means an entity that –

(A) shall include –

- (i) a private or State institution of higher education and the division of the institution that prepares teachers and principals;
- (ii) a school of arts and sciences; and
- (iii) a high need local educational agency; and

(B) may include another local educational agency, a public charter school, an elementary school or secondary school, an educational service agency, a nonprofit educational organization, another institution of higher education, a school of arts and sciences within such an institution, the division of such an institution that prepares teachers and principals, a nonprofit cultural organization, an entity carrying out a pre-kindergarten program, a teacher organization, a principal organization, or a business.

Low Performing School: The term ‘low-performing school’ means an elementary school or secondary school that is identified under section 1116.

CONTACTS:

<p>Title II, Part A, Subpart 2 Angelia Cannon, Executive Director Teacher Quality & Development Tennessee Department of Education 5th floor, Andrew Johnson Tower 710 James Robertson Parkway Nashville, Tennessee 37243 (615) 532-6282 (615) 532-8536 (fax) Email: Angie.Cannon@state.tn.us</p>	<p>Title II, Part A, Subpart 3 William Arnold, Jr. Ed.D. Director for Academic Programs and Interagency Grants TN. Higher Education Commission Parkway Towers, Suite 1900 404 James Robertson Parkway Nashville, TN 37243-0830 Office: 615.741.7572 Fax 615.741.6230 Email: William.Arnold@state.tn.us</p>
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WEB SITES:

<p>Good Teachers http://www.ed.gov/nclb/methods/teachers/edpicks.jhtml?src=az</p>
<p>New No Child Left Behind Flexibility: Highly Qualified Teachers http://www.ed.gov/nclb/methods/teachers/hqtflexibility.htmlhttp://www.nclb.gov/next/closing/slide037.html</p>
<p>Improving Teacher Quality Guidance http://www.ed.gov/programs/teacherqual/guidance.doc</p>
<p>Teacher Quality and Special Programs http://www.state.tn.us/education/acctteachquality.htm</p>
<p>Title II Preparing, Training and Recruiting High Quality Teachers & Principals http://www.ed.gov/policy/elsec/leg/esea02/pg19.html</p>
<p>Office of Teacher Licensing http://www.state.tn.us/education/lic/</p>

TITLE II

PART B: MATHEMATICS AND SCIENCE PARTNERSHIPS

PURPOSE

This new program is designed to improve students' academic achievement in mathematics and science. It provides competitive grants to partnerships for professional development, teacher recruitment, and curriculum redesign in mathematics and science. The program is a jointly funded initiative supported by the U.S. Department of Education and the National Science Foundation.

PROGRAM DESCRIPTION

The Mathematics and Science Partnerships program is a discretionary grant program that supports improved student achievement in mathematics and science through enhanced training for teachers and recruitment of high-quality math and science teachers. Grants are targeted to partnerships of high need school districts and to science, mathematics, and engineering schools within universities, giving districts and universities joint responsibility for training and educating math and science teachers.

CHANGES IN NCLB

The No Child Left Behind Act:

- Increases the subject matter knowledge and teaching skills of mathematics and science teachers. Partnerships will bring together mathematics and science teachers with scientists, mathematicians, and engineers to expand teachers' subject matter knowledge of and research in science and mathematics.
- Focuses on professional development of mathematics and science teachers as a career-long process. Partnerships will provide opportunities for advanced and ongoing professional development activities that improve teachers' subject matter knowledge. Activities may include workshops or institutes that directly relate to the curriculum and subject area in which teachers provide instruction, that enhance the ability of teachers to understand and use challenging content standards, or that provide teachers with the opportunity to work with experienced teachers and university faculty.
- Establishes systems for recruiting, training, and advising mathematics and science teachers. Partnerships can use funds to recruit mathematics, engineering, and science majors to teaching through the use of signing and performance incentives, stipends to teachers for certification through alternative routes, and scholarships for teachers to pursue advanced course work.
- Aligns mathematics and science curricula with state and local standards as well as postsecondary standards. Curricula will be redesigned or developed to meet high standards.
- Increases accountability for student performance
- Develops an accountability and evaluation plan with measurable objectives. Partnerships will report annually to the U.S. Department of Education on their progress in increasing the number of mathematics and science teachers who participate in content-based professional development and improving student achievement in mathematics and science.

Partnerships:

Partnerships include an SEA (if the Secretary awards the grants); an engineering, math, or science department of an IHE; and a high need LEA. They may include another engineering, math, science, or teacher training department of an IHE; additional LEAs, public charter schools, or public or private schools; a business; or a nonprofit or for-profit organization of demonstrated effectiveness in improving the quality of math and science teachers.

Use of Funds:

Authorizes grantees to use funds to: (1) develop or redesign more rigorous math and science curricula; (2) provide professional development for teachers designed to improve their subject knowledge; (3) promote strong teaching skills that include those based on scientific research and technology based teaching methods; (4) operate summer workshops or institutes; (5) recruit math, science, and engineering majors into teaching; (6) establish distance learning programs; (7) design programs to prepare teachers to mentor other teachers; (8) operate programs to bring math and science teachers into contact with working scientists, mathematicians, and engineers; (9) design programs to identify and develop exemplary math and science teachers in grades K-8; and (10) develop programs to encourage young women and other underrepresented groups to pursue careers in math, science, engineering, and technology.

CHANGES IN ACCOUNTABILITY

Local - Requires grantee to develop an evaluation and accountability plan to measure the impact of program activities, including measurable objectives included in the law. Partnerships must report annually to the Secretary on their progress in meeting these objectives.

CHANGES IN ALLOCATIONS

- Federal to LEA - At appropriation levels below \$100 million, the Secretary makes competitive awards directly to eligible partnerships.
- Federal to State - At appropriation levels at or above \$100 million, formula allocations to States based on each State's share of children age 5 to 17 from families with incomes below the poverty line, with each State receiving a minimum of 1/2 of 1 percent.
- Within State - Competitive awards to eligible partnerships (if the States receive funds by formula).

DEFINITIONS

Eligible Partnership: The term 'eligible partnership' means a partnership that— (A) shall include - (i) if grants are awarded under section 2202(a)(1), a State educational agency; (ii) an engineering, mathematics, or science department of an institution of higher education; and (iii) a high-need local educational agency; and (B) may include— (i) another engineering, mathematics, science, or teacher training department of an institution of higher education; (ii) additional local educational agencies, public charter schools, public or private elementary schools or secondary schools, or a consortium of such schools; (iii) a business; or (iv) a nonprofit or for-profit organization of demonstrated effectiveness in improving the quality of mathematics and science teachers.

Summer Workshop Institute: The term 'summer workshop or institute' means a workshop or institute, conducted during the summer, that— (A) is conducted for a period of not less than 2 weeks; (B) includes, as a component, a program that provides direct interaction between students and faculty; and (C) provides for follow-up training during the academic year that is conducted in the classroom for a period of not less than three consecutive or nonconsecutive days, except that— (i) if the workshop or

institute is conducted during a 2-week period, the follow-up training shall be conducted for a period of not less than 4 days; and (ii) if the follow-up training is for teachers in rural school districts, the follow-up training may be conducted through distance learning.

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WEB SITES:

<p>Science Achievement http://www.ed.gov/nclb/methods/science/edpicks.jhtml?src=az</p>
<p>Math Curriculum Standards http://www.state.tn.us/education/ci/cistandards2001/math/cimath.htm</p>
<p>Science Curriculum Standards http://www.state.tn.us/education/ci/cistandards2001/sci/ciscience.htm</p>
<p>Math and Science Partnerships http://www.ed.gov/policy/elsec/leg/esea02/pg26.html</p>

TITLE II
PART D: ENHANCING EDUCATION THROUGH TECHNOLOGY
SUBPART 1: STATE AND LOCAL TECHNOLOGY GRANTS

PURPOSE

The principal goal of the Educational Technology State Grants Program is to improve student academic achievement through the use of technology in elementary and secondary schools. It is also designed to assist every student in becoming technologically literate by the end of eighth grade and to encourage the effective integration of technology resources and systems with teacher training and professional development to establish research based instructional models. The program targets funds primarily to school districts that serve concentrations of poor students.

PROGRAM DESCRIPTION

State and local technology grants consolidates the current Technology Literacy Challenge Fund (TLCF) and Technology Innovation Challenge Grant programs into a single State formula grant program to support the integration of educational technology into classrooms to improve teaching and learning.

Districts applying for the Educational Technology State Grants Program must describe how they will use Educational Technology State Grants Program funds, including how they will promote the implementation of technology to improve student academic achievement and teacher effectiveness. States must provide technical assistance to high poverty districts that demonstrate need for assistance in developing applications.

CHANGES NCLB

- Emphasizes implementation of proven strategies by requiring participating districts to base the strategies they use for integrating technology into curricula and instruction on reviews of relevant research.
- Supports high quality professional development activities by requiring that at least 25 percent of funds received by districts be used for high quality professional development in the integration of technology into instruction.
- Mandates a national study to examine the conditions under which technology is effective in increasing student achievement and the ability of teachers to teach.
- Reduces bureaucracy and increases flexibility
- Provides more flexibility in state uses of funds by allowing support for activities such as interstate distance learning partnerships, performance management systems, and public private partnerships.
- Increases accountability for student performance
- Setting of goals for using technology to improve student achievement that are aligned with challenging state academic standards is required of state education agencies (SEAs) and school districts.

- Improves the academic performance of disadvantaged students.
- Targets competitive subgrants to high need districts that (1) are high poverty and (2) serve at least one low performing school or have a substantial need for assistance in acquiring and using technology.

CHANGES IN ACCOUNTABILITY

- Federal - Requires the Secretary to conduct an independent study, using an experimental research design, to identify the conditions and practices under which educational technology: (1) is effective in increasing student achievement; and (2) increases the ability of teachers to integrate technology effectively into curricula and instruction. Requires wide dissemination of the study.
- State and Local - Requires each State and LEA to develop accountability measures and a process for evaluating the extent to which the activities carried out with program funds are effective in supporting the integration of technology into curricula and instruction.

CHANGES IN ALLOCATIONS

- Federal to State - Formula allocations based on each State's current year share of Title I Part A funds.
- Within State - Requires States to award one half of the amount available for LEAs by formula based on each LEA's prior year share of Title I Part A. States must use the remaining funds for competitive awards to high need LEAs or partnerships that include high need LEAs.
- Targeting - Requires LEAs to make competitive awards to high need LEAs or partnerships that include a high need LEA and at least one entity that can assist the high need LEA to integrate technology effectively into classroom instruction. Defines a high need LEA as an LEA that: (1) serves concentrations of poor students; and (2) (a) serves at least one school identified as in need of improvement under Title I or (b) has a substantial need for assistance in acquiring and using technology. Also requires States, when making competitive awards, to give a priority to LEAs that receive a formula allocation that is too small to carry out effectively the purposes of the program.

DEFINITIONS

Eligible Local Entity: The term ‘eligible local entity’ means— (A) a high-need local educational agency; or (B) an eligible local partnership.

Eligible Local Partnership: The term ‘eligible local partnership’ means a partnership that— (A) shall include at least one high need local educational agency and at least one— (i) local educational agency that can demonstrate that teachers in schools served by the agency are effectively integrating technology and proven teaching practices into instruction, based on a review of relevant research, and that the integration results in improvement in— (I) classroom instruction in the core academic subjects; and (II) the preparation of students to meet challenging State academic content and student academic achievement standards (B) may include other local educational agencies, educational service agencies, libraries, or other educational entities appropriate to provide local programs.

High Need Local Educational Agency: The term ‘high need local educational agency’ means a local educational agency that - (A) is among the local educational agencies in a State with the highest numbers or percentages of children from families with incomes below the poverty line; and (B) (i) operates one or more schools identified under section 1116; or (ii) has a substantial need for assistance in acquiring and using technology.

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WEB SITES:

Subpart1-State and Local Technology Grants http://www.ed.gov/policy/elsec/leg/esea02/pg26.html
Title II Part D-Enhancing Education Through Technology http://www.state.tn.us/education/acctorbitmain.htm

TITLE III LANGUAGE INSTRUCTION FOR LIMITED ENGLISH PROFICIENT AND IMMIGRANT STUDENTS

PURPOSE

The Language Instruction for Limited English Proficient and Immigrant Students program assists school districts in teaching English to limited English proficient students and in helping these students meet the same challenging state standards required of all students. Title III consolidates the 13 current bilingual and immigrant education programs into a State formula program and significantly increases flexibility and accountability.

PROGRAM DESCRIPTION

- SEAs or specially qualified agencies submit a plan to the U.S. Department of Education that describes: the process for awarding subgrants; how the agency will establish standards and objectives for raising the level of English proficiency that are aligned with state standards; and, how the SEA will hold districts, eligible entities, and schools accountable for meeting all annual measurable achievement objectives and making adequate yearly progress for limited English proficient children.
- School districts must use Title III funds to provide high quality language instruction programs that are based on scientifically based research, and that have demonstrated that they are effective in increasing English proficiency and student achievement.
- Districts are required to provide high quality professional development to classroom teachers, principals, administrators, and other school or community-based organizational personnel in order to improve the instruction and assessment of limited English proficient students.

CHANGES IN NCLB

- Requires that teachers be certified as English language proficient.
- Requires that curricula be demonstrated to be effective: Tied to scientifically based research and demonstrated to be effective.
- Provides discretion over instruction methods: Flexibility to choose the method of instruction to teach limited English proficient children.
- Targets funds to the classroom. Ninety-five percent of funds must be used for grants at the local level to teach limited English proficient children.
- Establishes annual achievement objectives for limited English proficient students.
- Sets English language proficiency as the objective.

- Requires reading and language arts assessments of children in English.
- Enforces accountability requirements: States must hold subgrantees accountable for making adequate yearly progress
- Notifies parents about program placement: Parents must be notified by the local education agency concerning why their child needs a specialized language instruction program.

CHANGES IN ACCOUNTABILITY

- States must establish annual achievement objectives for limited English proficient students that are related to gains in English proficiency and meeting challenging State academic standards and that are aligned with Title I achievement standards.
- States must assure that subgrantees will comply with the Title I requirement to annually assess in English children who have been in the United States for 3 or more consecutive years. States must hold subgrantees accountable for making adequate yearly progress as described in Title I and meeting all annual achievement objectives.

CHANGES IN ALLOCATIONS

- Federal to State - The Secretary determines formula allocations based on the State's share of limited English proficient students (80 percent) and recent immigrant students (20 percent). In 2002 and 2003, the Secretary calculates State shares using 2000 Census data. Thereafter, the Secretary may use either American Community Survey data from the Department of Commerce or data submitted by the States.
- State to Local - States allocate funds to school districts based on share of the limited English proficient student population except that States can reserve up to 15 percent for school districts that have experienced significant increases in the percentage or number of immigrant students or that have limited or no experience in serving immigrant students.

DEFINITIONS

Child: The term ‘child’ means any individual aged 3 through 21.

Family Education Program: The term ‘family education program’ means a language instruction educational program or special alternative instruction program that - (A) is designed - (i) to help limited English proficient adults and out of school youths achieve English proficiency.

Language Instruction Educational Program: The term ‘language instruction educational program’ means an instruction course - (A) in which a limited English proficient child is placed for the purpose of developing and attaining English proficiency, while meeting challenging State academic content and student academic achievement standards, as required by section 1111(b)(1); and (B) that may make instructional use of both English and a child’s native language to enable the child to develop and attain English proficiency, and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language.

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WEB SITES:

English as a Second Language http://www.state.tn.us/education/fedprog/fpesl.php
English as a Second Language Curriculum Standards http://www.state.tn.us/education/accteslstandards.pdf
Office of English Language Acquisition http://www.ed.gov/offices/OELA/
K-12 Resources on English Language Learners http://www.cal.org/topics/k12ed.html
National Clearinghouse for Language Acquisition http://www.ncela.gwu.edu/
Appalachian Education Laboratory http://www.ael.org/
National Association for Multicultural Education http://www.nameorg.org/
Center for Applied Linguistics http://www.cal.org/
ESL Program Guide http://www.state.tn.us/education/accteslproguide.pdf
Curriculum Standards http://www.state.tn.us/education/ci/standards/index.php
Tennessee Teachers of English to Speakers of Other Languages (TNTESOL) http://www.tntesol.org

TITLE IV: 21st CENTURY SCHOOLS

PART A: SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES

PURPOSE

The Safe and Drug-Free Schools and Communities Act supports programs to prevent violence in and around schools; prevent the illegal use of alcohol, drugs, and tobacco by young people; and foster a safe and drug-free learning environment that supports academic achievement.

PROGRAM DESCRIPTION

The Safe and Drug-Free Schools (SDFS) program has two main components, the state grant program and national programs. The state grant component is a formula grant program, with funding provided to the state education agency (SEA) (at least 80 percent) and the office of the governor (up to 20 percent). SEA funds flow to districts by formula, and districts may use this funding for a wide range of drug and violence prevention activities and strategies. Up to 5 percent of SEA funds may be used for state level activities, including technical assistance and training, evaluation, and program improvement services for districts and community groups. Governors' funds are awarded through grants and contracts to districts and community groups for services to youths with special needs, such as dropouts and students who are suspended or expelled, homeless, pregnant or parenting.

The national programs component provides discretionary funding for demonstration projects, special initiatives, technical assistance to states and districts, evaluation, and other efforts to improve drug and violence prevention. The law establishes a number of initiatives under SDFS national programs with specific provisions about who may apply and how funds may be used.

Retains, with some changes, State formula grants and national discretionary activities for drug and violence prevention.

Requires (in Title IX General Provisions) States to allow students who attend a persistently dangerous school, or who become a victim of a violent crime at school, to transfer to a safe school; requires States to report on school safety to the public; and requires school districts to implement drug and violence prevention programs of demonstrated effectiveness.

CHANGES NCLB

New Program - Within the authorization of appropriations for National Programs, several authorities for specific programs that are not in current law were added, including:

- Community service for expelled or suspended students. This program authorizes formula grants to States to carry out programs under which students expelled or suspended from school are required to perform community service.
- School security and technology resource center- This Center, which the statute requires to be administered by the Attorney General, would be a resource to local educational agencies.

- National center for school and youth safety- Authorizes the Secretary and the Attorney General to establish a National Center for School and Youth Safety which is required to carry out four prescribed activities:
 - (1) emergency assistance,
 - (2) a toll-free telephone anonymous student hotline for students to report criminal activity,
 - (3) consultation with the public regarding school safety through the use of a toll-free telephone number staffed by individuals with expertise in enhancing school safety; and
 - (4) information and outreach, under this last category, the Center would be required to compile information about best practices in school violence prevention, intervention, and crisis management.
- Grants to reduce alcohol abuse- As a condition of funding, all grantees are required to implement one or more of the proven strategies for reducing underage alcohol abuse as determined by SAMHSA.
- Mentoring programs.
- Safe and Drug-Free Schools and Communities (SDFSC) Advisory Committee - Establishes a new Advisory Committee composed of representatives of other Federal agencies, State and local governments (including school districts), and researchers and expert practitioners to advise the Secretary of Education and to help coordinate Federal school- and community based substance abuse and violence prevention programs.
- Local Plan for Safe and Drug-Free Schools - Requires LEAs that receive SDFSC funds to have a plan for keeping schools safe and drug-free that includes appropriate and effective discipline policies, security procedures, prevention activities, a student code of conduct, and a crisis management plan for responding to violent or traumatic incidents on school grounds.
- New Limit on Local Administrative Costs
- Local Uses of Funds - Retains the 20 percent cap on the amount of SDFSC funds LEAs may spend for school security related activities, but doubles this cap to 40 percent for funds used to hire and train school security personnel.

CHANGES IN ACCOUNTABILITY

Requires local prevention programs to meet principles of effectiveness. To be funded, programs must be: (1) based on an assessment of objective data about the drug and violence problems in the schools and communities to be served; (2) based on performance measures aimed at ensuring that these schools and communities have a safe, orderly, and drug-free learning environment; (3) grounded in scientifically based research that provides evidence that the program to be used will reduce violence and illegal drug use; (4) based on an analysis of the prevalence of "risk factors, protective factors, buffers, assets, or other variables," identified through scientifically based research, that exist in the schools and communities in the State; (5) include consultation with and input from parents; and (6) evaluated periodically against locally selected performance measures, and modified over time (based on the evaluation) to refine, improve, and strengthen the program.

Establishes a new Uniform Management Information and Reporting System under which States will provide information on a school by school basis to the public on truancy rates and on the frequency, seriousness, and incidence of violence and drug related offenses resulting in suspensions and expulsions; and also report to the public on the types of curricula, programs, and services provided by grantees, and on the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth.

CHANGES IN ALLOCATIONS

Federal to State: State grant allocations are based 50 percent on the Title I concentration grants formula and 50 percent on population, with a hold-harmless to ensure that no State receives less in 2002 or future years than it received in 2001. Governors may elect to receive up to 20 percent of their State's allocation; the remainder goes to the State educational agency.

State to Local: SEA allocations to LEAs are based 60 percent on Title I basic and concentration grants, and 40 percent on enrollment.

DEFINITIONS

Controlled Substance: The term 'controlled substance' means a drug or other substance identified under Schedule I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 U.S.C. 812(c)).

Drug: The term 'drug' includes controlled substances; the illegal use of alcohol and tobacco; and the harmful, abusive, or addictive use of substances, including inhalants and anabolic steroids.

Hate Crime: The term 'hate crime' means a crime as described in section 1(b) of the Hate Crime Statistics Act of 1990.

Nonprofit: The term 'nonprofit', as applied to a school, agency, organization, or institution means a school, agency, organization, or institution owned and operated by one or more nonprofit corporations or associations, no part of the net earnings of which inures, or may lawfully inure, to the benefit of any private shareholder or individual.

Risk Factor: The term 'risk factor' means any one of a number of characteristics of the community, school, family, or peer-individual domains that are known, through prospective, longitudinal research efforts, to be predictive of alcohol, tobacco, and illegal drug use, as well as violent behavior, by youth in the school and community.

School Age Population: The term 'school aged population' means the population aged 5 through 17, as determined by the Secretary on the basis of the most recent satisfactory data available from the Department of Commerce.

School Personnel: The term 'school personnel' includes teachers, principals, administrators, counselors, social workers, psychologists, nurses, librarians, and other support staff who are employed by a school or who perform services for the school on a contractual basis.

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WEB SITES:

Office of Safe and Drug Free Schools http://www.ed.gov/offices/OESE/SDFS/
Tennessee School Safety Center http://www.state.tn.us/education/sp/sptssc.htm
School Safety and Learning Support Program http://www.state.tn.us/education/sp/sp-drugs.htm
Tennessee 21 st Century Community Learning Centers http://www.state.tn.us/education/sp/sp21stcentury/
Creating a Safe and Drug Free School: An Action Guide http://www.ncjrs.org/pdffiles/safescho.pdf

TITLE IV

PART B: 21st CENTURY COMMUNITY LEARNING CENTERS

PURPOSE

The purpose of this part is to provide opportunities for communities to establish or expand activities in community learning centers that – (1) provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low performing schools, to meet State and local student academic achievement standards in core academic subjects, such as reading and mathematics.

PROGRAM DESCRIPTION

The 21st Century Community Learning Centers program provides services, during non-school hours or periods, to students and their families for academic enrichment, including tutorial and other services to help students, particularly those who attend low performing schools, to meet state and local student academic achievement standards. The reauthorized 21st Century Community Learning Centers program will: (1) allocate funds to States by formula; (2) target funds to schools with the greatest need; and (3) require centers to provide academic enrichment activities.

The new 21st Century program is a state-administered discretionary grant program in which states hold a competition to fund academically focused after-school programs. While the focus is on improving students' academic achievement, other activities associated with youth development, recreation, the arts, and drug prevention, as well as literacy services for parents, are permitted. In addition to districts, community and faith based organizations, and government entities, as well as other public or private entities, may apply for these funds individually or jointly with school districts.

CHANGES IN NCLB

Awarding of Funds - Converts the 21st Century Community Learning Centers authority to a State formula grant. Currently, the Department makes competitive awards directly to LEAs. Under the reauthorized authority, funds would flow to States based on their share of Title I Part A funds. States would use their allocations to make competitive awards to eligible entities.

Emphasis on Providing Academic Enrichment Opportunities - Clearly establishes that the purpose of the program is to provide academic enrichment activities to students, particularly students who attend low performing schools, to help them meet State and local standards. To ensure that centers operate high quality programs, local grantees are required to develop programs that meet specified principles of effectiveness.

Targeting - Requires States to make awards only to applicants that will primarily serve students who attend schools with concentrations of poor students. Also, requires States to provide a priority for applications proposing to target funds to schools identified for improvement under Title I and submitted jointly by an LEA receiving Title I Part A funds and a community based organization or other public or private entity.

Extends Eligibility to Additional Organizations - Allows community-based organizations (which would include faith based organizations) and other public or private entities, in addition to local educational agencies, to compete for program funds.

CHANGES IN ACCOUNTABILITY

- Local - Requires local grantees to implement programs that meet specified principles of effectiveness. In addition, requires grantees to evaluate periodically their programs to assess progress toward achieving the goal of providing high quality opportunities for academic enrichment.
- Federal - No specific accountability provisions, but authorizes the Secretary to reserve up to one percent for, among other things, national evaluation activities.

CHANGES IN ALLOCATIONS

- Federal to State - Formula based on each State's prior year share of Title I Part A.
- Within State - Competitive awards to eligible entities.

DEFINITIONS

Community Learning Centers: The term 'community learning center' means an entity that - (A) assists students in meeting State and local academic achievement standards in core academic subjects, such as reading and mathematics, by providing the students with opportunities for academic enrichment activities and a broad array of other activities (such as drug and violence prevention, counseling, art, music, recreation, technology, and character education programs) during non school hours or periods when school is not in session (such as before and after school or during summer recess) that reinforce and complement the regular academic programs of the schools attended by the students served; and (B) offers families of students served by such center opportunities for literacy and related educational development.

Covered Program: The term 'covered program' means a program for which - (A) the Secretary made a grant under part I of title X (as such part was in effect on the day before the date of enactment of the No Child Left Behind Act of 2001); and (B) the grant period had not ended on that date of enactment.

Eligible Entity: The term 'eligible entity' means a local educational agency, community based organization, another public or private entity, or a consortium of two or more of such agencies, organizations, or entities.

State: The term 'State' means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

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WEB SITES:

Part B 21st Century Community Learning Center
<http://www.ed.gov/legislation/ESEA02/pg55.html>

21st Century Community Learning Center
<http://www.ed.gov/21stcclc/http://www.ed.gov/21stcclc/>

Tennessee 21st Century Community Learning Center
<http://www.state.tn.us/education/sp/sp21stcentury/>

**TITLE V: PROMOTING INFORMED PARENTAL CHOICE AND
INNOVATIVE PROGRAMS
PART A: INNOVATIVE PROGRAMS**

PURPOSE

The Innovative Programs State Grants assist local education reform efforts that are consistent with and support statewide reform efforts. They also support state and local efforts to implement promising education reform programs, provide a continuing source of innovation and educational improvement, help meet the special education needs of at-risk and high need students, and support programs to improve school, student, and teacher performance.

PROGRAM DESCRIPTION (Allowable Activities)

New allowable activities include, among other things: professional development and class size reduction activities; charter schools; community service programs; consumer, economic, and personal finance education; public school choice; programs to hire and support school nurses; school based mental health services; alternative education programs; pre-kindergarten programs; academic intervention programs; programs for CPR training in schools; smaller learning communities programs; activities to advance student achievement; programs and activities that use best practice models; same gender schools and classrooms; service learning activities; school safety programs; programs that use research based cognitive and perceptual development approaches and rely on a "diagnostic prescriptive model" to improve students' learning; Title I supplemental educational services; magnet schools; dropout prevention; gifted and talented education; and parental and community involvement.

CHANGES IN NCLB

Allocations to Local Educational Agencies - Maintains, for funding up to the FY 2002 level, requirement that States allocate at least 85 percent of their funds to LEAs based on relative enrollments in public and private schools. In addition, however, 100 percent of the funds that a State receives beyond what it received in fiscal year 2002 must be distributed to LEAs. For small States, at least 50 percent of those funds must be distributed to LEAs.

Use of Funds:

- Administration - Modifies antecedent law so that States may use their entire 15 percent set-aside for administration.
- School Renovation, IDEA, and technology - Adds a provision that allows SEAs to use program funds for certain activities authorized in the Department's fiscal year 2001 Appropriations Act,

including urgent school renovation, activities authorized under part B of the Individuals with Disabilities Education Act (IDEA), and technology activities related to school renovation.

- Other new allowable uses - Including the support of charter schools; statewide education reform, school improvement programs and technical assistance and direct grants to LEAs; yearly student assessments; implementation of State and local achievement standards; and independent analyses to measure and report on student achievement; and certain school safety programs.
- Local Uses of Funds - New allowable activities include, among other things: professional development and class-size reduction activities; charter schools; community service programs; consumer, economic, and personal finance education; public school choice; programs to hire and support school nurses; school based mental health services; alternative education programs; pre-kindergarten programs; academic intervention programs; programs for CPR training in schools; smaller learning communities programs; activities to advance student achievement; programs and activities that use best practice models; same gender schools and classrooms; service learning activities; school safety programs; programs that use research based cognitive and perceptual development approaches and rely on a "diagnostic prescriptive model" to improve students' learning; Title I supplemental educational services; magnet schools; dropout prevention; gifted and talented education; and parental and community involvement.
- Adds new requirements that, within 120 days of enactment, the Secretary issue specific award criteria and other guidelines for LEAs planning to use program funds to provide same gender schools and classrooms.

CHANGES IN ACCOUNTABILITY

- Eliminates the FY 1998 evaluation requirement in the State application section of current law. Replaces the current-law requirement on the biennial submission of data on the use of funds, types of services provided, and students served with a requirement for an annual statewide summary of how the program is improving student achievement or improving the quality of education for students.
- Adds a requirement that local applications include assurances that programs, services, and activities will be evaluated annually.

CHANGES IN ALLOCATIONS

- Federal to State - Funds are allocated by formula based on States' relative share of the school age population, with each State receiving a minimum of 1/2 of 1 percent.
- State to Local - States must allocate at least 85 percent of their funds to LEAs based on the relative enrollments in public and private schools. This formula must be adjusted, upon approval of the Secretary, to provide higher per pupil allocations to LEAs that have the greatest numbers or percentages of children whose education imposes a higher than average cost per child, such as: 1) children living in areas with high concentrations of low-income families, 2) children from low income families, and 3) children living in sparsely populated areas.

DEFINITIONS

Eligible Entity: The term ‘eligible entity’ means - (A) a public entity, such as a State or local governmental entity; (B) a private nonprofit entity; or (C) a consortium of entities.

Magnet School: ‘Magnet school’ means a public elementary school, public secondary school, public elementary education center, or public secondary education center that offers a special curriculum capable of attracting substantial numbers of students of different racial backgrounds.

Adolescent Psychiatrist: The term ‘child and adolescent psychiatrist’ means an individual who - (A) possesses State medical licensure; and (B) has completed residency training programs in both general psychiatry and child and adolescent psychiatry.

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WEB SITES:

Title V Promoting Informed Parental Choice and Innovative Programs http://www.ed.gov/legislation/ESEA02/pg57.html
Federal Programs: Title V, Part A-Innovative Programs http://www.state.tn.us/education/fedprog/fptitle5.php
Guidance for Title V Part A http://www.state.tn.us/education/fptitlevguidance2002.pdf
Title V Part B Non Regulatory Guidance http://www.ed.gov/policy/elsec/guid/cspguidance03.doc

TITLE VI: FLEXIBILITY AND ACCOUNTABILITY
PART B: RURAL EDUCATION INITIATIVE
SUBPART 1: SMALL, RURAL ACHIEVEMENT PROGRAM

PURPOSE

This program provides additional formula funds and flexibility in the use of certain federal funds to small, rural districts.

PROGRAM DESCRIPTION

This program creates a new program to provide additional funds to rural districts that: (1) are ineligible to participate in the Small, Rural School Achievement program; and (2) serve concentrations of poor students. Appropriations are to be divided equally between the two programs.

CHANGES IN NCLB

- Increased Flexibility - Provides participating LEAs with additional flexibility by authorizing them to consolidate their allocations under the Teacher Quality, Innovative Programs (formerly Title VI), Safe and Drug-Free Schools, and Educational Technology programs. Currently, districts are authorized to consolidate funds under the Eisenhower Professional Development, Innovative Education Program Strategies (current Title VI), and Safe and Drug-Free Schools programs.
- Allows LEAs to use their consolidated funds to carry out activities authorized under the Title I, Teacher Quality State Grants (Title II-A), Educational Technology State Grants (Title II-D), Language Acquisition State Grants (Title III), Innovative Program State Grants (Title V-A), and Safe and Drug-Free Schools State Grants (Title IV-A). Under antecedent legislation, LEAs may use consolidated funds to carry out activities authorized under the Title I, Eisenhower Professional Development, Safe and Drug-Free Schools, and Technology Literacy Challenge Fund programs.
- Expanded Eligibility - Makes eligible LEAs that: (1) (a) have an average daily attendance of fewer than 600 students; or (b) serve only schools located in counties with a population density of fewer than 10 persons per square mile; and (2) (a) serve only schools with an NCES local code of 7 (rural) or 8 (rural near an urban area); or (b) the Secretary determines are located in an area defined as rural by a governmental agency of the State. Currently, only LEAs that: (1) have an average daily attendance of fewer than 600 students; and (2) serve only schools with an NCES local code of 7 or 8 are eligible.

CHANGES IN ACCOUNTABILITY

- Local - Requires a participating LEA to administer an assessment that is consistent with the Title I requirements.
- State - Requires States to: (1) determine, after the third year that an LEA participates, whether the LEA met the State's definition of adequate yearly progress; (2) permit LEAs that met the definition of adequate yearly progress to continue to participate; and (3) permit an LEA that did not meet the definition of adequate yearly progress to continue to participate only if it agrees to use its consolidated funds for Title I school improvement activities.

ALLOCATIONS

- Federal to LEA - Formula to LEAs in an amount equal to: (1) \$20,000 plus \$50 for each student in average daily attendance above 50 students in schools served by the LEA, except that no LEA may receive more than \$60,000; (2) minus the amount the LEA received the previous year under the Teacher Quality, Innovative Programs, Safe and Drug-Free Schools, and Educational Technology programs.

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WEB SITES:

Small, Rural Achievement Program http://www.ed.gov/programs/reapsrsa/eligibility.html?src=mr
Rural Resources http://www.ael.org/rel/rural/index.htm
Rural Education http://www.ael.org/eric/
Federal Programs: Title VI, Part B-Rural Education Initiative http://www.state.tn.us/education/fedprog/fprural.php
Eligibility Information for Rural Education http://www.state.tn.us/education/acctruraleligibility.pdf

TITLE VI
PART B: RURAL EDUCATION INITIATIVE
SUBPART 2: RURAL AND LOW INCOME SCHOOL PROGRAM

PURPOSE

This new program provides additional funds to rural districts that serve concentrations of poor students. An LEA that is eligible to receive funds under the Small, Rural School Achievement program may not participate in the Rural and Low-Income School Program.

PROGRAM DESCRIPTION

- Eligible LEAs - Makes eligible an LEA that: (1) serves only schools with an NCES locale code of 6 (small town), 7 (rural), or 8 (rural near an urban area); and (2) has a child poverty rate of at least 20 percent.
- Specially Qualified Agencies - Authorizes eligible LEAs in States that choose not to participate in the program to apply directly to the Secretary for assistance.
- Applications - Requires each State or specially qualified agency to establish, at a minimum, specific educational goals and objectives related to: (1) increased student achievement; (2) decreased student dropout rates; or (3) other factors that the SEA or specially qualified agency may choose to measure.
- Uses of Funds - Authorizes LEAs to use program funds for: (1) teacher recruitment and retention; (2) professional development; (3) educational technology; (4) parental involvement activities; (5) activities authorized under Safe and Drug-Free Schools; (6) activities authorized under Part A of Title I; and (7) activities authorized under Title III.

CHANGES IN ACCOUNTABILITY (new)

- Local - Requires a participating LEA to administer an assessment that is consistent with the Title I requirements. In addition, specially qualified agencies must provide the Secretary with an annual report on: (1) how the LEA used the funds; and (2) progress toward the goals and objectives included in its application for funds.
- State - Requires States to: (1) determine, after the third year that an LEA participates, whether the LEA met the State's definition of adequate yearly progress; (2) permit LEAs that met the definition of adequate yearly progress to continue to participate; and (3) permit an LEA that did not meet the

definition of adequate yearly progress to continue to participate only if it agrees to use its consolidated funds for school improvement activities. In addition, participating States must provide the Secretary with an annual report on: (1) the method used by the SEA to allocate funds to eligible LEAs; (2) how LEAs and schools used the funds; and (3) progress toward the goals and objectives included in the State's application for funds.

- Federal - Requires the Secretary to report biennially to Congress on: (1) the methods used by States to allocate funds to eligible LEAs; (2) how LEAs and schools used program funds; and (3) the progress made by States toward the goals and objectives included in their applications for funds.

CHANGES IN NCLB

New program

CHANGES IN ALLOCATIONS (new)

- Federal to State - Formula based on each State's share of students in average daily attendance in eligible districts.
- Within State - Participating States have the option to allocate funds through: (1) a formula based on an LEA's share of the number of students in average daily attendance in eligible districts within the State; (2) a competitive process; or (3) an alternative formula that, to the satisfaction of the Secretary, more effectively targets funds to high poverty districts. Requires the Secretary to make awards to specially qualified agencies through: (1) a formula based on an LEA's share of the number of students in average daily attendance in eligible districts within the State; or (2) a competitive process.

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WEB SITES:

Subpart 2 Rural and Low Income School Program http://www.ed.gov/policy/elsec/leg/esea02/pg95.html
Federal Programs: Title VI, Part B-Rural Education Initiative http://www.state.tn.us/education/fedprog/fprural.php
Rural and Low Income School Program http://www.ed.gov/programs/reaprlisp/eligibility.html http://www.ael.org/eric/rural.htm

**TITLE X: REPEALS, REDESIGNATIONS, AND AMENDMENTS TO OTHER
STATUTES
PART C: HOMELESS EDUCATION**

PURPOSE

The Education for Homeless Children and Youth program is intended to ensure that homelessness does not cause these children to be left behind in school. Homeless children and youths should have access to the education and other services that they need to meet the same challenging state student academic achievement standards to which all students are held.

PROGRAM DESCRIPTION

Formula grants are made to the 50 states, the District of Columbia, and Puerto Rico based on each state's share of Title I funds. The outlying areas and the Bureau of Indian Affairs also receive funds. State education agencies (SEAs) then provide competitive subgrants to local school districts. States must make subgrants to districts to facilitate the enrollment, attendance, and success in school of homeless children and youths. These may address problems caused by transportation issues, immunization and residency requirements, lack of birth certificates and school records, and guardianship issues.

CHANGES IN NCLB

- Separate Schools for Homeless Children and Youth - Prohibits States that receive McKinney-Vento funds from segregating homeless students, except for short periods of time for health and safety emergencies or to provide temporary, special, supplementary services. Exempts States with separate schools for homeless children or youth operating in fiscal year 2000 in a covered county (San Joaquin County, CA; Orange County, CA; San Diego County, CA; and Maricopa County, AZ). Requires the Secretary of Education to report on separate schools and LEAs that operate such schools not later than 2 years after the date of enactment.
- Transportation - Requires an LEA (at the request of the parent or guardian) to provide, or arrange for, transportation to the homeless child's school of origin when that school is within the LEA. When the school of origin is in a different LEA from the LEA where the homeless child is living, requires both LEAs to agree on a method for sharing transportation responsibility and costs.
- Enrollment in School of Choice - Requires that, pending resolution of a dispute about school placement, an LEA immediately enroll a homeless student in the student's school of choice and provide a written explanation of the rights of appeal to the parent or guardian and student.

- Reservation of Funds for State Activities - Permits State reservations of up to 25 percent (or, in the case of States receiving the minimum award, 50 percent) for State activities. Formerly, States could reserve up to 5 percent of their award or up to the hold-harmless (the amount of their 1990 allocation), whichever was greater. At the 2002 appropriation level, most States would be allowed to reserve larger amounts for State activities.
- Subgrants - Requires that subgrants to LEAs be awarded competitively. Under previous law, subgrants were awarded based on need.
- Local Liaison - Requires all districts, not just districts receiving subgrants, to designate local liaisons for homeless children and youth.
- Distribution of Funds - Requires, rather than authorizes, 1 percent to be transferred to the Department of the Interior for BIA schools, and increases the State minimum award amount to the greater of \$150,000, 1/4 of 1 percent, or the amount of the State's fiscal year 2001 award.

CHANGES IN ACCOUNTABILITY

- Federal - Requires the Secretary to report on the status of education of homeless children and youths, including information on: (1) the education of homeless children and youth, and (2) the actions of the Secretary and the effectiveness of the programs supported under the subtitle. Report is due 4 years after the date of enactment.
- States - Requires States to collect and report (to the Secretary) information on the nature and extent of problems homeless children and youth have in gaining access to the same free appropriate public education as their non homeless peers.
- Separate Schools - Requires separate schools to meet the same academic requirements as regular public schools. Secretary must report to Congress within 2 years on the operations of these schools.

CHANGES IN ALLOCATIONS

- Federal to State - Formula based upon each State's current year Title I share.
- Within State - Competitive awards to LEAs

DEFINITIONS

Enroll - The terms 'enroll' and 'enrollment' include attending classes and participating fully in school activities.

Homeless - 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).

LEA and SEA - The terms ‘local educational agency’ and ‘State educational agency’ have the meanings given such terms in section 9101 of the Elementary and Secondary Education Act of 1965.

Secretary - The term ‘Secretary’ means the Secretary of Education.

State - The term ‘State’ means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

Unaccompanied Youth - The term ‘unaccompanied youth’ includes a youth not in the physical custody of a parent or guardian.

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WEB SITES:

Part C Homeless Education http://www.ed.gov/legislation/ESEA02/pg116.html
Federal Programs: Title X, Part C: Homeless Education http://www.state.tn.us/education/fedprog/fphomeless.php http://www.state.tn.us/education/homeless.htm
Federal Definition of Homeless http://www.serve.org/nche/FedDefin.htm
Assessing the need for a homeless program http://www.serve.org/nche/need.htm



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