



02/07

Office of School Improvement Program Overview

I. INTRODUCTION

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

The OSI is responsible for the administration of 10 federal and 2 state grant programs for schools and school districts. The grant programs award approximately \$922,477,100 to school districts annually. The OSI Field Services Unit staff are organized in five Regional teams. Each regional team works in an assigned region of the state, and each consultant is assigned to specific local and intermediate school districts.

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

Grant Programs:

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

Services:

As part of the administration of the 12 grant programs, the Field Services Unit staff assists school districts with the application process, the approval of grant applications, the implementation of programs, compliance with state and federal grant requirements, and grant reporting. The regional consultants provide direct assistance to schools and school districts in using the categorical resources to address their achievement priorities and to support the implementation of their school improvement plans. The services necessary to meet these goals vary between schools and districts, and require the consultants to individualize services for each situation. There is no cost to school districts for services delivered by the OSI Field Services Unit. School districts are encouraged to contact their regional field representative for information and/or assistance with all of the grant programs. The general OSI Field Services Unit phone number is 517-373-4588.

II. Title I, Part A – Improving Basic Programs

Allocation Process

- Allocation formula for Local Education Agencies (LEAs) based on counts of low-income children (2003 census poverty estimates for 2006-2007 allocations)
- Allocation formula for Public School Academies (PSAs) based on October 2005 equated free lunch counts
- Minimum of 10 low-income children based on the above criteria for district/academy to be eligible for allocation
- Basic grants to districts/academies with more than 2 percent poverty
- Concentration grants to districts/academies with more than 15 percent poverty (4-year grandfather)
- Targeted grants to districts/academies with more than 5 percent poverty
- EFIG (Education, Finance Incentive Grants) to districts/academies with more than 5 percent poverty
- Hold-harmless guarantees for 2006-2007, 85-95 percent depending on poverty, as long as district remains eligible. The hold-harmless eligibility is based on districts remaining eligible by census poverty estimates for basic grants, concentration grants, targeted grants, and EFIG.

Application Process

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

Purpose of Programs

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

Who is Served?

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

Planning Process

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

Program Implementation

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

Professional Development

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

Parent Involvement

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

Program Evaluation/Reports

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

III. Title I, Part C – Migrant Education Program

Allocation Process

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

Application Process

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

Purpose of Programs

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

Who is Served?

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

Planning Process

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

Program Implementation

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

Professional Development

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

Parent Involvement

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

Program Evaluation / Reports

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

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

Allocation Process

- Allocation formula based on October 2005 count of 5-17 year old children/youth in facilities for delinquent children/youth for 30 or more consecutive days, as submitted by the facility on form FS-4685
- Minimum of 50 children/youth in delinquent facilities during year in order for a district/Intermediate School District (ISD) to be eligible for allocation. Facilities can be grouped within a district/ISD to meet the requirement of 50.

Application Process

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

Purpose of Programs

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

Who is Served?

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

Planning Process

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

Program Implementation

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

Professional Development

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

Parent Involvement

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

Program Evaluation/Reports

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

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

Allocation Process

- Funds are allocated to LEAs based on 2001-2002 total amounts for Eisenhower and Class Size Reduction combined. 2006-2007 allocation to be determined based on the Appropriations Act. 80% of the 2003 census poverty estimates and 20% on the 5-17 year-old census population.
- There are no funds specifically allocated for non-public schools; however, to the extent that money is used for professional development, non-public schools must be invited to participate in the planning and in professional development opportunities. The law anticipates that unless an LEA can demonstrate that its teachers and principals have no professional development needs, the LEA will include professional development in whatever mix of activities it decides to support with Title II, Part A funds.

Application Process

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

Purpose of Programs

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

Who is Served?

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

Planning Process

- Conduct a needs assessment to analyze district data to coordinate planning with needs regarding class size, professional development, and the recruiting, hiring and retaining of highly qualified staff and other eligible services; identify local teacher and paraprofessional quality needs so all are “highly qualified” by the end of the 2005-06 school year (as of this printing, the United States Department of Education has not extended this date).
- Parents must be included in the planning process
- Private school officials consulted regarding professional development activities for teachers

Program Implementation

- Develop and implement mechanisms to assist schools in effectively recruiting, hiring and retaining highly qualified teachers, principals and pupil services personnel:
- Recruit and hire highly qualified:
 - o Regular/special education teachers to team teach
 - o Teachers to reduce regular and special education class sizes, particularly in early elementary (in accordance with the result of the district needs assessment)
 - o Specialists in core academics subjects
 - o Teachers and provide advancement initiatives, emphasizing multiple career paths and pay differentiation
- Provide alternate routes to certification for
 - o Professionals from other fields
 - o Qualified paraprofessionals
- Improve quality of teacher force through:
 - o Tenure reform
 - o Merit pay
 - o Recruiting, training, and retaining teachers in academic subjects where there is a shortage
 - o Providing professional development activities in content knowledge and classroom practices for teachers, principals, and in appropriate cases, paraprofessionals
 - o Increasing opportunities in the teaching profession for minorities, individuals with disabilities and other under represented individuals
- Testing teachers in academic subjects
- Retain highly qualified teachers and principals in schools with low achievement through:
 - o Teacher mentoring from exemplary teachers, principals or superintendents
 - o Induction and support for teachers and principals in their first 3 years
 - o Incentives to teachers and principals with record of success in improving achievement of low-achieving students

Professional Development

- Provides professional development activities that improve knowledge of teachers, principals, superintendents and paraprofessionals in:
 - o Core academic subjects, effective instructional strategies and use of state standards and assessments
 - o Effective instructional strategies that integrate the use of technology
 - o Use of data and assessments to improve teaching and learning
 - o Instructional practices involving the collaboration of teachers and administrators
 - o Early and appropriate interventions with accommodations for students with different learning styles
 - o Improving student behavior in the classroom
 - o Involving parents in their child's education
 - o Improving quality of principals and superintendents, such as management and instructional leadership academies
 - o Use of distance learning for cost-effective professional development opportunities
- If the professional development needs of the private school teacher are different from those of the public school teachers, the LEA, in consultation with the private school representatives, should develop a separate program

Parent Involvement

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

Program Evaluation/Reports

- To be determined

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

Allocation Process

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

Application Process

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

Purpose of Programs

- Improves student academic achievement through the use of technology
- Supports initiatives designed to increase access to technology, particularly in schools identified for improvement under Title I, Part A
- Ensures that all students are technologically literate by the end of the 8th grade
- Supports innovative methods for delivering specialized or rigorous academic courses for students without access to such courses
- Encourages effective integration of technology, resources, services and systems with teacher training and curriculum development
- Establishes research-based instructional methods
- Supports evaluating programs funded through Title II, Part D, regarding impact of program on student academic achievement
- Supports efforts to use technology to promote parent and family involvement in education and communications

Who is Served?

- Public and private school students, staff and parents

Planning Process

- Develop a long-range strategic educational technology plan consistent with the statewide technology plan. For further information visit: <http://techplan.org/>
- Must use a minimum of 25% of funds for ongoing, sustained, intensive, high-quality professional development in:
 - o the integration of advanced technologies into curriculum and instruction
 - o the use of these technologies to create new learning environments
 - o Consult private school officials regarding services to their students and staff

- o 25% rule may be waived for LEAs that already provide professional development meeting the above requirements (requires local agencies to apply for a waiver from the State)

Program Implementation

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

Professional Development

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

Parent Involvement

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

Program Evaluation/Reports

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

VII. Title III – Language Acquisition Program (LAP) Sub Grant

Allocation Process

- Uses formula based on number of English Language Learner (ELL) students
- Grant will be awarded to applicants who generate a total allocation of \$10,000 or more, either independently or through consortium
- Typically up to 85% of the Title III state allocation is available. For 2006-2007, 100% will be available

Application Process

- Use **Consolidated Application** in MEGS
- Funds may not be obligated before application is received by the State
- Funds may be encumbered beginning with the submission date of the paper application
- Pupil count data for Title III will be gathered from Single Record Student Database

Purpose of Programs

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

Who is Served?

- Individuals:
 - o born outside the United States or whose native language is other than English
 - o ages 3 through 21 enrolled in elementary or secondary schools
 - o who have difficulty speaking, understanding, reading, or writing English
 - o who are Native Americans or are Alaska Natives
 - o who are migratory students whose language is not English
 - o and whose difficulties in speaking, reading, writing or understanding the English language prevent them from achieving academic success

Planning Process

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

Program Implementation

- Flexible uses of scientifically-based instruction that promotes English language proficiency
- Improves instruction and assessment of ELL students
- Acquires and upgrades curricula
- Requires parent involvement, Professional Development and School-Based Reform

Professional Development

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

Parent Involvement

- Parent notification of the identification of their child as ELL within 30 days after the beginning of school (2 weeks during the school year)
- Communication with parents in a language that is understandable to them
- Right of parents to refuse services
- Right of parents to choose among available services
- Parent involvement activities
- Notification to parents if program fails to meet annual achievement objectives

Program Evaluation/Reports

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

VIII. Title V, Part A – Innovative Programs

Allocation Process

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

Application Process

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

Purpose of Programs

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

Who is Served?

- Students and staff in public and non-public schools

Planning Process

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

Program Implementation

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

Professional Development

- May support professional development related to program activities

Parent Involvement

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

Program Evaluation/Reports

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

IX. Title V, Part B – Public Charter School Program

Allocation Process

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

Application Process

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

Purpose of Programs

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

Who is Served?

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

Planning Process

- *Planning and Implementation Grant* applicants propose planning, start-up, conversion or implementation uses of funds
- Priorities include:
 - o Ensuring early childhood literacy
 - o Increasing parent involvement and parent satisfaction
 - o Enhancing the level and effectiveness of serving underserved, special needs and at-risk students/children
 - o Expanding choice options in geographic areas with concentrations of high priority schools (those that require improvement, corrective action or restructuring)
 - o Ensuring excellent and highly qualified educators
 - o Ensuring educators and students embrace the Information Age
 - o Ensuring curriculum alignment with state standards and benchmarks
 - o Enhancing variety in approaches and innovation in choice options
 - o Ensuring achievement of federal and state accountability standards
 - o Developing and implementing partnerships between charter and traditional public schools, ISDs and other community organizations to sustain community and school integration
- *Dissemination Grant* applicant schools propose one of three types of activities:
 - o Assisting other individuals with the planning and start-up of one or more new public schools, including charter schools
 - o Developing partnerships with other public schools, including charter schools, designed to improve student academic achievement in each of the schools participating in the partnership
 - o Developing curriculum materials, assessments, and other materials that promote increased student achievement and are based on current successful practices within the assisting charter school

Program Implementation

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

Professional Development

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

Parent Involvement

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

Program Evaluation/Reports

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

X. Title VI, Part B, Subpart 2 – Rural and Low Income School Program

Allocation Process

- Allocation formula based on percentage of low-income children (2003 census poverty estimates 20% minimum)
- All schools served by LEA are designated rural with a school locale code of 6, 7, or 8
- The LEA is not eligible to receive funds under Section 6212 (Small Rural School Achievement Grant)

Application Process

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

Purpose of Programs

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

Who is Served?

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

Planning Process

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

Program Implementation

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

Professional Development

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

Parent Involvement

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

Program Evaluation/Reports

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

XI. Title X, Part C – McKinney-Vento Homeless Assistance

Allocation Process

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

Application Process

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

Purpose of Programs

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

Who is Served?

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

Planning Process

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

Program Implementation

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

Professional Development

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

Parent Involvement

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

Program Evaluation/Reports

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

XII. Section 31a – Programs for At-Risk Pupils

Allocation Process

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

Application Process

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

Purpose of Programs

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

Who is Served?

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

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

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

Planning Process

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

Program Implementation

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

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

Professional Development

- May not use funds for professional development

Parent Involvement

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

Program Evaluation/Reports

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

XIII. Section 41 – Bilingual Program

Allocation Process

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

Application Process

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

Purpose of Programs

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

Who is Served?

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

Planning Process

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

Program Implementation

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

Professional Development

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

Parent Involvement

- Written parent notification required before student is placed in bilingual instruction program
- Parent may refuse placement by giving written notice
- Funds may be used to support parent involvement

Program Evaluation/Reports

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

XIV. Title VI – Transferability Provision

Application Process

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