

classroom teachers of Title I participants that are cost effective to serve small numbers.

- Q9. If the funds generated by low-income private school children are not sufficient to provide instructional services, may the funds be used to provide other services, such as professional development or counseling?**
- A.** When, in consultation, all involved in the design of the Title I program (public and private school officials and parents) agree that the provision of such services as counseling, staff development, parental involvement or other social services are appropriate to assist those children identified as failing or most at risk of failing to meet the State's content and performance standards, the LEA may provide services other than direct instruction. However, all applicable requirements still must be met, including the requirement that the progress of the private school children toward meeting the State's content and performance standards be measured.

EXAMPLE:

One consortium serving a large rural area, where there are ten small private schools with three to seven Title I children in each school, has developed a program of instruction which incorporates the parents as teachers. The traveling Title I teacher meets with the children once a week for one class period. The parents of the children must commit to meeting with the teacher and participating in staff development/parent involvement seminars as scheduled. Each week the teacher provides the books and materials the parents are to use for the home assignments. For example, "The Baggy Books" (instructional materials for 5 lessons in a bag) is equipped with appropriate instructions for the parent to follow, including questions the parent asks the child about each section of the lesson. There are also suggested activities the parents can do with the child to reinforce math or reading concepts using home situations familiar to the child. Parental assistance is available by contacting the teacher through a "1-800 help line."

SPECIAL CONSIDERATIONS FOLLOWING AGUILAR V. FELTON

- Q10. May Title I personnel go on the premises of religiously affiliated private schools to provide instructional services?**
- A.** No. In Aguilar v. Felton, the Supreme Court held that Title I personnel may not

meet the State's challenging student content and performance standards is, for the majority of private school children, likely to be the criterion against which eligibility for Title I services will be determined.

In consultation with private school officials, an LEA must establish criteria to determine which private school children are eligible and, within the eligible group, which children will be served. To the extent appropriate, the LEA must select private school children who are failing, or most at risk of failing, to meet the State's student content and performance standards. If the LEA, in consultation with private school officials, determines that it is inappropriate to select private school children on the basis of the State's content and student performance standards, the LEA must select private school children who are failing, or most at risk of failing, to meet high levels of achievement comparable to those required by the State's content and performance standards.

As with children attending public schools, Title I funds may not be used to identify those private school children who would be eligible to participate. Title I funds, however, may be used to select participants from those who are eligible and to determine the specific educational needs of participating children.

Once students are selected, the LEA, in consultation with private school officials, determines what Title I services are to be provided. The private school students' needs will determine what Title I services are appropriate and services may be provided in subject areas or grade levels that are different from those provided to public school students. The type of services provided must give reasonable promise that the children will make adequate progress toward achieving the State's challenging student performance standards.

Because eligibility for services is determined by residence in a participating public school attendance area, private school students being served need to reside in an eligible participating public school attendance area. Therefore, if a public middle school attendance area is not participating in Title I, Title I services may not be provided to private school students in middle school grades who reside in that area.

Delivery of Services

In the case of children attending religiously affiliated private schools, several court cases, most notably Aguilar v. Felton, have dealt with the manner in which these children may be served in light of constitutional requirements contained in the First Amendment. Most significant is the prohibition in Aguilar v. Felton against Title I personnel providing instructional services in religiously affiliated schools. Because of this prohibition, an LEA must provide equitable services through alternative delivery methods.

Some of the questions that should be considered when determining what delivery system to use in ensuring the equitable participation of private school children include: Does the system provide an opportunity for private school children to participate in Title I services

that is equitable to the opportunity provided to public school children? How much instructional time is lost going to and from the instructional services? What are the safety factors involved in children going to and from the Title I class?

Delivery options in providing services to participating private school children include, but are not limited to, the following:

- Instruction and services provided at a public school site, other public and privately owned neutral sites, or in mobile vans or portable units.
- Educational radio and television.
- Computer-assisted instruction.
- Extended-day services.
- Home tutoring.
- Take-home computers.
- Interactive technology.

An LEA may provide Title I services directly or through contracts with public and private agencies, organizations, and institutions, as long as those entities are independent of the private school and of any religious organization in the provision of those services.

EXAMPLE:

In Arizona, Navajo private school students receive Title I instruction via distance learning technology--a two-way interactive television, voice and data network. Instruction is provided through an add-on (after school) or limited pull-out model. All instruction is fully interactive, with students and teachers in direct visual and audio contact. The classroom equipment consists of one camera providing the off-site teacher with a view of the entire classroom, a document camera that allows the teacher to review students' work, two television monitors so students can clearly see the off-site teacher, several audio microphones for high quality voice transmission, a fax machine to allow immediate transmission of homework, and a computer modem for other data transmission. Instruction originates from the University of Northern Arizona and is delivered by certified teachers or teachers under the direct supervision of a certified teacher.

Q1. When an LEA elects not to serve an eligible public school attendance area, as allowed in section 1113(b)(1)(C), what are the procedures under section 1113(b)(2) for serving the private school children who reside in that attendance area?

A. An LEA may elect not to serve ("skip") an eligible attendance area or school that has a higher percentage of children from low-income families if (1) the school meets the comparability requirements, (2) the school is receiving supplemental funds from other State or local sources that are spent according to the requirements of section 1114 or 1115, and (3) the funds expended from such other sources equal or exceed the amount that would be provided under Part A. Services for eligible private school children, however, must be determined without regard to whether any public school attendance areas are skipped.

In implementing this provision, therefore, an LEA must determine which school attendance areas would have received Title I funds absent any skipping and what the per-pupil allocations for those areas would have been. The LEA must then determine the amount of funds that would have been generated by low-income private school children residing in those school attendance areas. This amount is the amount available for serving eligible private school children in the LEA. If the LEA uses non-Title I funds to serve one or more of its higher-ranked school attendance areas, enabling the LEA to use Title I funds to serve additional lower-ranked areas, low-income private school children residing in those additional areas would not generate funds. If, however, the LEA decides under §200.11(a)(2)(ii)(A) of the Title I regulations to pool the funds generated by private school children, the LEA may provide services to eligible private school children residing in all the areas being served as well as in the areas that were skipped.

Q2. How are private school children to be identified as residing in a participating public school attendance area if an LEA is operating under an open enrollment, a desegregation, or a magnet plan?

A. As §200.10(b)(2) of the Title I regulations makes clear, if an LEA identifies a public school as eligible on the basis of enrollment, rather than because it serves an eligible school attendance area, the LEA must, in consultation with private school officials, determine an equitable way to identify eligible private school children. For example, the LEA may assign a private school child to the public school attendance area in which the child resides or to the public school that the child would have attended if not enrolled in a private school. Recognizing that many different enrollment plans exist, the Department is willing to assist an LEA in designing a reasonable approach that will allow for equitable services to be provided.

Q3. How does an LEA reserve funds for administering programs for private school children?

A. Consistent with its plan to enable children served by Title I to reach high standards, an LEA reserves the amount that is reasonable and necessary to administer programs for both public and private school children, including capital expenses needed to provide equitable services to eligible private school students that are not paid for with funds under section 1002(e) of Title I. The reservation for administration is taken "off the top" of the LEA's allocation (not just from the funds available for services to private school students), before funds are allocated to participating attendance areas for instructional services. The costs of administration, including the amount of capital expenses, may need to be adjusted after the LEA determines how many eligible private school children will be served. (See §200.27(c) of the Title I regulations.)

Q4. If an LEA, in consultation with private school officials, decides to pool funds generated by low-income children attending private schools, and later eligible low-achieving children in some schools choose not to participate in Title I programs, do the funds generated by poor children in these private schools remain in the pool?

A. Yes. An LEA allocates Title I funds to participating public school attendance areas using data it has obtained on the number of low-income children, both public and private, who reside in that public school area. Once funds are generated, if eligible low-achieving children in a particular private school do not wish to participate in Title I programs, any funds generated by low-income children in that private school remain in the pool.

EQUITABLE PARTICIPATION

To the extent consistent with the number of eligible children identified in an LEA who are enrolled in private elementary or secondary schools, an LEA shall, after timely and meaningful consultation with appropriate private school officials, provide eligible private school children with Title I services. These services must be equitable in comparison to services and other benefits provided public school participants. The delivery options selected must be in compliance with Aguilar v. Felton, 473 U.S. 402 (1985).

Eligible Children

To be eligible to receive Title I services, a private school child must reside in a participating public school attendance area and must meet the criteria in section 1115(b) of Title I. Under that section, certain children would be eligible by virtue of their status: for example, homeless children and children who in the preceding two years participated in Head Start or Even Start. However, the criterion that a student is failing, or most at risk of failing, to

- Combine the funds generated by low-income private school children in all participating areas to create a pool of funds from which the LEA provides equitable services to eligible private school children, residing in participating public school attendance areas, who are in the greatest educational need of those services. Under this option, the services provided to eligible children in a particular private school are not dependent upon the amount of funds generated by low-income children in the school.

3. Extrapolation from a representative sample of actual data. *If complete actual data are not available under 1. or 2. above, an LEA may extrapolate the number of low-income private school children from actual data on a representative sample of private school children. The representative sample size should be large enough to reasonably conclude that the poverty estimate is accurate.*

Column 1	Column 2	Column 3	Column 4	Column 5
PUBLIC SCHOOL ATTENDANCE AREA	NUMBER OF PRIVATE SCHOOL CHILDREN RESIDING IN EACH ATTENDANCE AREA	NUMBER OF PRIVATE SCHOOL CHILDREN ON RETURNED SURVEYS IN EACH ATTENDANCE AREA (POOR & NON-POOR)	NUMBER OF POOR PRIVATE SCHOOL CHILDREN ON RETURNED SURVEYS IN EACH ATTENDANCE AREA	EXTRAPOLATED NUMBER OF POOR PRIVATE SCHOOL CHILDREN IN EACH ATTENDANCE AREA
A	150	115	100	130
B	20	10	4	8

$$\text{Col. 5 (Extrapolated poor)} = \frac{\text{Col. 2 (Total private in area)}}{\text{Col. 3 (Poor \& Non-poor)}} \times \text{Col. 4 (Poor on survey)}$$

4. Correlation of sources of poverty data. *An LEA may obtain the number of poor private school children by correlating sources of data--that is, by determining the proportional relationship between two sources of data on public school children and applying that ratio to a known source of data on private school children. For example, AFDC in public schools is to free and reduced-price lunch in public schools as AFDC in private schools is to X (correlated free and reduced-price lunch in private schools).*

$$\frac{\text{AFDC (public)}}{\text{Free and reduced price lunch (public)}} = \frac{\text{AFDC (private)}}{\text{X (private)}}$$

5. Proportionality. *If there are no other adequate sources of data available to determine the number of poor private school children residing in each area, an LEA may use*

proportionality--that is, apply the poverty percentage of each participating public school attendance area to the number of private school children who reside in that area to obtain the number of poor private school children residing in each area. The LEA may use proportionality for the 1995-96 school year ONLY.

Allocating Title I Funds

Before allocating Title I funds to participating school attendance areas, an LEA reserves, off the top of its Title I allocation, funds needed, for example, to provide services to children in local institutions for neglected children, to meet the requirements for parental involvement, or to administer Title I programs for public and private school children, including any capital expenses not paid for from funds provided under section 1002(e) of Title I. Then, the LEA allocates funds to public school attendance areas, identified as eligible and selected to participate, in rank order of poverty on the basis of the total number of children--public and private--from low-income families residing in each area. Thus, unlike Chapter 1 under which funds were distributed on the basis of the numbers and needs of the children being served, Title I requires an LEA to allocate funds on the basis of all children from low-income families residing in participating areas. The LEA determines a per-pupil allocation (PPA) for each participating area and distributes that amount for each low-income child--public and private--residing in the area.

Public school attendance area	Column A Per Pupil allocation (PPA) by area	Column B Number of public school low-income children by area	Column C Number of private school low-income children by area	Column D Total allocation for each area [Col. A X (Col. B + C)]	Column E Amount available for services to private school children (Col. A X Col. C)
A	\$800	500	130	\$504,000	\$104,300
B	\$700	300	8	\$215,600	\$ 5,600
C	\$600	200	3	\$121,800	\$ 1,800
D	\$500	400	17	\$208,500	\$ 8,500

To provide equitable services to eligible private school children, the LEA then reserves the amounts generated by poor private school children who reside in participating public school attendance areas. In consultation, the LEA and private school officials choose one, or a combination of, the following options for using the funds reserved for private school children:

- Provide equitable services to eligible children in each private school with the funds generated by children from low-income families who reside in participating public school attendance areas and who attend that private school.

GENERATING FUNDS FOR SERVICES TO ELIGIBLE PRIVATE SCHOOL CHILDREN

Under section 1113(c) of Title I, public school attendance areas are generally eligible to participate in Title I if the percentage of children from low-income families is at least as high as the percentage of children from low-income families in the LEA as a whole. An LEA ranks its eligible areas and selects, in rank order, those areas that the LEA will serve. For areas above 75 percent poverty, the LEA must serve them without regard to grade span; thus, high-poverty middle and high schools must be served. After an LEA has selected for services all areas above 75 percent poverty, the LEA may serve lower ranked areas by grade-span groupings. Thus, the LEA may decide to serve, for example, only elementary schools or a combination of elementary and middle schools, but not high schools.

In identifying and ranking eligible public school attendance areas, an LEA generally should, if possible, take into consideration data on the number of children from low-income families who reside in each area and attend private schools. For an LEA to include numbers of such children, however, would require adequate poverty data on private school children throughout the LEA. Because obtaining these data for the entire LEA may be extremely difficult, an LEA may identify and rank its eligible school attendance areas on the basis of children from low-income families attending public schools only.

Under section 1113(c) of Title I, an LEA must allocate funds to a participating public school attendance area or school on the basis of the total number of children from low-income families, including low-income children attending private schools. Thus, the LEA, in consultation with private school officials, must obtain the best available poverty data on private school children who reside in participating attendance areas. Because private school officials may have access to some sources of poverty information not easily accessible to public school officials, it is very important that public and private school officials cooperate in this effort.

Collecting Poverty Data on Private School Children

An LEA may use the following methods to obtain poverty data on private school children. Proportionality may be used **only** as a last resort and **only** for the 1995-96 school year.

1. Data from the same source. *An LEA may use poverty data from the same source for both public and private school children, e.g., free and reduced-price lunch data.*
2. Comparable data. *If data from the same source are not available, an LEA may use poverty data for private school children that are from a different source than the data it uses for public school children as long as the income level for both sources is generally the same. For example, the LEA uses free or reduced-price lunch data but private school children do not participate in the free lunch program; however, private school officials are able to provide the LEA a count of children who would be eligible*

for free or reduced-price lunches using other sources of poverty data such as a survey of parents, Aid to Families with Dependent Children (AFDC), or tuition scholarship programs.

Some LEAs conduct a survey that requests comparable data on low-income families whose children attend private schools. The only information necessary for the LEA to include for private school children is (1) address, (2) grade level of each child, (3) size of the family, and (4) the income level of parents. An LEA is not required to have the names of the families.

EXAMPLE:

Surveys yielding good data have some common characteristics. The survey itself is simple and understood by parents, including parents with limited knowledge of English. Letters of explanation are sent to principals and meetings are held with them to explain the necessity and importance of the survey. Principals are encouraged to meet with the parents, then distribute the surveys. After a period of time has lapsed, during which the surveys should have been received, the principals begin to follow-up with those parents who have not returned them. Parents are assured that the completed individual survey forms will be kept in confidence at the private school.

EXAMPLE:

One school district finds that sensitive data, such as income level, are most easily collected when the families providing the data feel that their privacy is being protected. For this reason they use only a numbering system to identify the families, and do not require any names on the form. Each principal is given a copy of the form and instructed to number the forms and keep a log. They inform parents that their names will only be rematched to the numbers if they do not return the form (i.e., in order to contact them). Printed at the bottom of the form is "This form has been numbered to protect your privacy. Once we receive the information requested, any correlation of this number to your family's name will be kept in strict confidence."

PROVIDING SERVICES TO ELIGIBLE PRIVATE SCHOOL CHILDREN

INTRODUCTION

The Title I program provides supplemental educational services for eligible public and private school students to assist those children in acquiring the knowledge and skills necessary to meet the challenging student performance standards that all children are expected to meet.

Section 1120 of Title I requires that an LEA provide eligible private school children with Title I educational services or other benefits that are equitable to those provided to eligible public school children. Title I services for eligible private school children must be developed in consultation with private school officials.

CONSULTATION

Section 1120(b) requires that, to ensure timely and meaningful consultation, an LEA consult with appropriate private school officials during the design and development of the LEA's Part A programs, on such issues as the following:

- How the children's needs will be identified;
- What services will be offered;
- How and where services will be provided;
- How the services will be assessed; and
- The size and scope of the equitable services to be provided to eligible private school children, and the amount of funds to be used for those services.

Consultation must take place before an LEA makes any decisions that affect the opportunities of eligible private school children to participate in Title I programs. This includes decisions about reserving funds "off the top" of the LEA's allocation for LEA-wide activities before funds are allocated to participating areas and schools. In addition, because generation of funds and eligibility of private school children for services are dependent upon residence in a participating public school attendance area, an LEA must share the results of its selection process with private school officials early in the consultation process. Other information that must be provided in the consultation process includes the following data on each participating area: grade span, the number of low-income public and private school children residing in the area, and the per-pupil allocation of each public school participating area. (See discussion on pp. 3-10 of this policy guidance.)

Consultation should include representatives of private schools and central administrative offices, if any. It would be helpful if private school officials make clear to the LEA which officials should be included in the consultation process, and what the roles of various individuals will be. It may be useful to include in the consultation process any third-party contractors providing Title I services for private school children.

A unilateral offer of services by an LEA with no opportunity for a discussion is not adequate consultation. Only after discussing all the facets of the provision of services does the LEA make the final decisions with respect to the Title I services to be provided to eligible private school children. If the LEA and private school officials cannot resolve an issue through consultation, the SEA may help the parties resolve the matter without requiring a formal complaint.

EXAMPLE:

Many LEAs provide advance notice of scheduled meetings through a published yearly calendar, letters, telephone calls, or a published notice. A letter of invitation explaining the intent of Title I (including the role of private school officials) is often the means LEAs use to inform private school officials about the Title I program and initiate the consultation process.

Ongoing coordination of services is essential in order to provide private school participants an optimal opportunity to reach challenging standards. Thus, it is very important that Title I teachers of private school participants and LEA officials consult with private school officials and instructional staff in order to coordinate Title I services with regular classroom instruction. These coordination activities should not take place during instructional time and may occur at a public or private school site, a neutral site, or by telephone.

EXAMPLE:

In one program the Title I teachers have a simple form for regular classroom teachers to complete periodically, informing the Title I teacher of the child's individual needs as well as subject content and skills being taught in the regular classroom. The Title I teacher also has a copy of the child's textbook used in the regular classroom. Classroom teachers send notes to the Title I teacher as necessary.

PROVIDING SERVICES TO ELIGIBLE PRIVATE SCHOOL CHILDREN

CONTENTS

Introduction	1
Consultation	1
Generating funds for services to eligible private school children	3
Collecting poverty data on private school children	3
Allocating Title I funds	6
Equitable participation	10
Eligible children	10
Delivery of services	11
<u>Aguilar v. Felton</u> guidance	14
Capital expenses	19
Computer-assisted instruction	22
Parental involvement	24
Professional development	25
Standards, assessment, and program improvement	25
Bypass	26

PRIVATE

**PROVIDING SERVICES TO ELIGIBLE PRIVATE
SCHOOL CHILDREN**



high-performance economy characterized by high-skill, high-wage employment.

Professional Development Resources

Dauzat, S., Dauzat, J.A., Otto, W., & Kreitlow, B.W. (1990). Educating the adult. Austin, TX: Steck-Vaughn Company.

Educational Resources Information Center, (1995). The ERIC Review: Professional Development, 3(3), 1-30; (ACCESS ERIC, 800-LET-ERIC).

Hord, S.M., & Boyd, V. (1995). Professional development fuels a culture of continuous improvement. Journal of Staff Development, 16(1), 10-15.

Levine, S. (1989). Designs for learning. In S. Caldwell (Ed.), Staff development: A handbook of effective practices (pp. 70-83). Oxford, OH: National Staff Development Council.

Loucks-Horsley, S., Harding, C.K., Arbuckle, M.A., Murray, L.B., Dubea, C., & Williams, M.K. (1987). Continuing to learn: A guidebook for teacher development. Andover, MA: The Regional Laboratory for Educational Improvement of the Northeast and Islands and National Staff Development Council.

North Central Regional Educational Laboratory, (1994). Professional development: Changing Times. Policy Briefs, Report 4, 1994. Oak Brook, IL: Author.

Professional Development Team. (1994). Draft mission statement and principles of professional development. Washington, DC: U.S. Department of Education.

Slack, K. (1993). Training for the real thing. Training and Development, 47(5), 79.

Sousa, D.A. (1992). Ten questions for rating your staff development program. Journal of Staff Development, 13(2), 34-36.

Sparks, D., & Loucks-Horsley, S. (1990). Five models of staff development for teachers. Oxford, OH: National Staff Development Council.

U.S. Congress (1994). Improving America's Schools Act of 1994. Washington, DC: Author.

Wood, F., & Thompson, S. (1993). Assumptions about staff development based on research and best practice. Journal of Staff Development, 14(4), 52-57.22.

22314-3483. Call (703) 684-3345 or fax (703) 548-6021. NAESP serves as an advocate for high-quality educational and social programs to benefit children and youth.

National Association of Secondary School Principals. 1904 Association Drive, Reston, VA 22091. Call (703) 860-0200 or fax (703) 860-5432. The NASSP is the national association for high school and middle school principals; the association is interested in a variety of curriculum, school safety, and other Goals- and standards-related issues.

National Black Child Development Institute. 1023 15th Street, NW, Suite 600, Washington, DC 20005.

National Board for Professional Teaching Standards. 1900 M Street, NW, Suite 210, Washington, DC 20036. Call (202) 463-3980 or fax (202)463-3008. The National Board provides a voluntary evaluation program leading to national teacher certification. The Board is establishing high and rigorous standards for teaching, while providing states and localities with great flexibility in assessment and strategies. It is also working to improve public recognition of the achievements and abilities of teachers.

National Center for Family Literacy. Waterfront Plaza, Suite 200, Louisville, KY 40202-4251.

National Center for History in the Schools at UCLA. 231 Moore Hall, 405 Hilgard Avenue, Los Angeles, CA 90024. For copies of draft standards, other available materials, or information about opportunities to comment on the standards, contact Linda Symcox at (310) 825-4702.

National Council for History Education. 26915 Westwood Road, Suite B2, Westlake, OH 44145. Call (216) 835-1776 or fax (216) 835-1295. The council provides leadership in history education, develops connections between schools and colleges, and promotes greater inclusion of history in the curriculum.

National Council for the Social Studies. 3501 Newark Street, NW, Washington, DC 20016. Call (202) 966-7840 or fax (202) 966-2061. The NCSS provides leadership in the field of social studies education, assists in the professional development for social studies educators, and strengthens the advancement of social studies education.

National Council of Geographic Education. Geography Standards Project, 1600 M Street, NW, Washington, DC 20036. For copies of draft geography standards, other available materials, or information about opportunities to comment on the standards, contact Heather Scofield at (202) 775-7832 or fax (202) 429-5771.

National Council of Teachers of English. 111 West Kenyon Road, Urbana, IL 61801. Call (217) 328-3870 or fax (217) 328-0977. The council works to help teachers of English and

develop curriculums, materials, and standards in English.

National Council of Teachers of Mathematics. 1906 Association Drive, Reston, VA 22091. Call (703) 620-9840 or fax (703) 476-2970. The 92,000-member NCTM improves the quality of mathematics teaching in the schools. It produced the NCTM standards for curriculum and evaluation (1989) and teaching (1991).

National Middle Schools Association. 4807 Evanswood Drive, Columbus, OH 42339-6292. Call (614) 848-8211 or fax (614) 848-4703. NMSA members are educators and parents interested in middle school education.

National School Board Association. 1680 Duke Street, Alexandria, VA 22314. Call (703) 838-6700 or fax (703) 683-7590. The NSBA represents the nation's school board members, who determine policy for public school districts. They have produced materials to help school boards set priorities for districts based on polling of school personnel, community residents, students, and recent graduates.

National Science Teacher Association. 1840 Wilson Boulevard, Arlington, VA 22201. Call (703) 243-7100 or fax (703) 243-7177. The NSTA works to improve the teaching of science and the way science is presented in the schools.

National Staff Development Council. P.O. Box 240, Oxford, OH 45056. Call (800) 727-7288 or (513) 523-6029. This nonprofit membership association works to improve schools through individual and organizational development. NSDC offers an annual conference, academies, consulting, a bulletin board on America Online, and publications. NSDC has produced national standards for staff development at the elementary, middle, and secondary levels.

Office of Educational Research and Improvement. U.S. Department of Education, 555 New Jersey Avenue, NW, Washington, DC 20208, 1-800-USA-LEARN. The OERI has general information about content standards as well as information and research reports on each of the National Education Goals. They conduct research in ways to improve education and teaching and administer several regional education labs.

Parents as Teachers National Center, Inc. 9374 Olive Boulevard, St. Louis, MO 63123.

Phi Delta Kappa. Center for Professional Development, P.O. Box 789, Bloomington, IN 47402. Call (800) 766-1156. PDK, the professional fraternity in education, offers scholarships, policy analysis, publications, and professional development opportunities.

Secretary's Commission on Achieving Necessary Skills (SCANS). U.S. Department of Labor, 200 Constitution Ave, NW, Washington DC 20210, 1-800-788-SKILL. The commission is appointed by the Secretary of Labor to determine the skills young people need to succeed in the world of work. The Commission's fundamental purpose is to encourage a

Professional Organizations/Resources

To maintain skills, credibility, and value to schools, teachers and school staff members need to continue their growth. They need periodic updates on the research in human resource development, training, and adult learning. Attending conferences, receiving publications, and joining networks of national organizations can facilitate this growth. Some of the possible organizations and/or resources include:

American Council on the Teaching of Foreign Languages, Inc. 6 Executive Plaza, Yonkers, NY 10701-6801. For copies of draft standards, other available material, or information about opportunities to comment on the standards, contact Jamie Draper at (914) 963-8830 or fax (914) 936-1275.

American Association for the Advancement of Science. 1333 H Street, NW, Washington, DC 20005. The AAAS has developed Project 2061 and Science for All Americans, which provide an outline of science standards. For more information or materials, call (202) 326-6680 or fax (202) 371-9849.

American Association for Adult and Continuing Education. 1101 Connecticut Avenue, NW, Suite 700, Washington, DC 20036. Call (202) 429-5131 or fax (202) 223-4579. The AAACE is a national association interested in adult education issues.

American Vocational Association. 1401 King Street, Alexandria, VA 22314. Call (703) 683-3111 or fax (703) 683-7424. The AVA is the national association for vocational education.

Association of American Colleges and Universities. 1818 R Street, Washington, DC 20009. Call (202) 387-3760.

Association for Supervision and Curriculum Development. 1250 North Pitt Street, Alexandria, VA 22314. Call (703) 549-9110. The ASCD provides information, assistance, and conferences for those involved in curriculum, instruction, supervision, and leadership in the schools.

Association of Teacher Educators. 1900 Association Drive, Suite ATE, Reston, VA 22091. Call (703) 620-3110 or fax (703) 620-9530. The ATE is the national association for those who teach education; the association is active in teacher training/staff development issues. They are reviewing standards in teacher education.

Center for Civic Education. 5146 Douglas Fair Road, Calabasas, CA 91302-1467. For copies of draft standards, other available material, or information about opportunities to comment on the standards, contact Margaret Branson at (818) 591-9321 or fax (818) 591-9330 or contact Mark Molly at (202) 265-0529 or fax (202) 265-0710.

Council for Exceptional Children. 1920 Association Drive, Reston, VA 22091-1589. Call (703) 620-3660 or fax (703) 264-9494. The CEC is the national association for children with disabilities.

Council of Chief State School Officers. One Massachusetts Avenue, NW, Suite 700, Washington, DC 20001-1431. Call (202) 336-7015 or fax (202) 408-8076. The CCSSO is the national association for state education directors. The Council is interested in all aspects of the Goals, especially on the state level.

Educational Resources Information Center (ERIC). 7420 Fullerton Rd., Suite 110, Springfield, VA 22153. Call 1-800-433-ERIC. See U.S. Department of Education Resources information.

Fund for the Improvement of Postsecondary Education. Teacher Education Programs, U.S. Department of Education, 600 Independence Avenue, SW, Washington, DC 20202.

Goals 2000. Department of Education, Office of the Secretary, 600 Independence Avenue, SW, Washington, D.C., 20202. Call (202) 401-3078. Goals 2000 is the U.S. Department of Education's office that administers the National Education Goals and programs to meet the Goals.

Home and School Institute. MegaSkills Education Center, 1500 Massachusetts Avenue, NW, Washington, DC 20005.

International Reading Association. 444 North Capitol Street, NW, Suite 422, Washington, DC 20001. Call (202) 624-8827 or fax (202) 624-8826. The IRA is interested in reading and other related curriculum issues.

National Academy of Sciences. National Research Council, 2101 Constitution Avenue, NW, Washington, DC 20418. For copies of draft standards, other available material, or information about opportunities to comment on the standards, call (202) 334-1399.

National Association for Bilingual Education. 1220 L Street, NW, Suite 610, Washington, DC 20005-4018. Call (415) 469-4781 or fax (415) 239-1837. The NABE promotes the provision of bilingual education services to children.

National Association for the Education of Young Children. 1509 16th Street, NW, Washington, DC 20036-1426. Call (800) 424-2460. This association is dedicated to improving the quality of care and education provided to children from birth to age 8. It offers publications, training materials, and policy-related information and administers the National Academy of Early Childhood Programs, a voluntary national accreditation system for high-quality early childhood programs.

National Association of Elementary School Principals. 1615 Duke Street, Alexandria, VA

school.

- ◆ Include methods to teach children with special needs.
- ◆ Are developed with the extensive participation of teachers.
- ◆ Include gender-equitable education methods, techniques, and practices.

In addition, each SEA must--

- ◆ implement a system of school support teams, including provision of necessary professional development for those teams. **[See schoolwide program chapter.]**
- ◆ work with other agencies, including educational service agencies or other local consortia, and institutions to provide technical assistance to LEAs and schools, including technical assistance in providing professional development and school support and improvement.

If educational service agencies exist, the SEA must consider providing professional development and technical assistance through such agencies. If educational service agencies do not exist, the SEA must consider providing professional development and technical assistance through other cooperative agreements such as through a consortium of LEAs.

Q1. Is there a cap on the amount of Title I, Part A funds that may be spent on professional development activities?

A. No. An LEA and its Title I schools may spend as much funds as necessary on professional development activities to improve the achievement of participating children.

Q2. Must a specific amount of Title I, Part A funds be spent on professional development activities?

A. An LEA and its Title I schools are not required to spend a specific amount of Title I, Part A funds on professional development activities, unless a school has been identified as needing improvement under section 1116. However, sufficient resources must be devoted to carry out effectively the professional development activities required under section 1119.

Q3. May Title I funds spent on professional development activities be taken into consideration in meeting the local cost-sharing requirement under Title II?

A. Yes. Any Title I, Part A funds spent on professional development activities may be

used to meet the local cost-sharing requirement under Title II (section 2209).

Q4. How may professional development activities be provided?

- A. Title I schools and LEAs may provide professional development activities directly or through consortia arrangements with other schools or LEAs, educational service agencies or other local consortia, institutions of higher education, or other public or private institutions or organizations.

Q5. May private school teachers and parents participate in professional development activities?

- A. Private school officials and staff who work directly with private school children who participate in Title I may be included in professional development activities. In addition, parents of private school children may participate in professional development activities, if appropriate. Public school teachers who provide Title I services to private school children must be provided professional development activities, as needed.

“(2) EXAMINATION.—The assessment shall examine how well schools, local educational agencies, and States are—

“(A) progressing toward the goal of all children served under this title reaching the State’s challenging State content standards and challenging State student performance standards; and

“(B) accomplishing the purpose set forth in section 1001(d) to achieve the goal described in paragraph (1), including—

“(i) ensuring challenging State content standards and challenging State student performance standards for all children served under this title and aligning the efforts of States, local educational agencies, and schools to help such children reach such standards;

“(ii) providing children served under this title an enriched and accelerated educational program through schoolwide programs or through additional services that increase the amount and quality of instructional time that such children receive;

“(iii) promoting schoolwide reform and access for all children served under this title to effective instructional strategies and challenging academic content;

“(iv) significantly upgrading the quality of the curriculum and instruction by providing staff in participating schools with substantial opportunities for professional development;

“(v) using and evaluating the usefulness of opportunity-to-learn standards or strategies in improving learning in schools receiving assistance under this part;

“(vi) coordinating services provided under all parts of this title with each other, with other educational and pupil services, including preschool services, and, to the extent feasible, with health and social service programs funded from other sources;

“(vii) affording parents of children served under this title meaningful opportunities to participate in the education of their children at home and at school, such as the provision of family literacy services;

“(viii) distributing resources to areas where needs are greatest;

“(ix) improving accountability, as well as teaching and learning, by making assessments under this title congruent with State assessment systems; and

“(x) providing greater decisionmaking authority and flexibility to schools in exchange for greater responsibility for student performance.

“(3) NAEP INFORMATION.—Where feasible, the Secretary shall use information gathered from a variety of sources, including the National Assessment of Educational Progress, State evaluations, and available research studies, in carrying out this subsection.

“(4) INTERIM AND FINAL REPORTS.—The Secretary shall submit to the President and the appropriate committees of the Congress an interim report by January 1, 1996, summarizing the preliminary findings of the assessment and a final report of the findings of the assessment by January 1, 1998.

“(b) STUDIES AND DATA COLLECTION.—

“(1) IN GENERAL.—The Secretary may collect such data, as necessary, at the State, local, and school levels and conduct studies and evaluations, including national studies and evaluations, to assess on an ongoing basis the effectiveness of programs under this title and to report on such effectiveness on a periodic basis. The Secretary shall report not later than December 31, 1997 to the Committee on Education and Labor of the House of Representatives and the Committee on Labor and Human Resources of the Senate on how schoolwide programs are meeting the needs of children from migratory families.

Reports.

“(2) MINIMUM INFORMATION.—At a minimum, the Secretary shall collect trend information on the effect of programs under this title. Such data shall complement the data collected and reported under subsections (a) and (c).

“(c) NATIONAL EVALUATION OF PART A OF TITLE I.—

“(1) IN GENERAL.—The Secretary shall carry out an ongoing evaluation of the program assisted under part A of title I in order to provide the public, the Congress, and educators involved in such program, an accurate description of the short- and long-term effectiveness of such program and to provide information that can be used to improve such program’s effectiveness in enabling students to meet challenging State content standards and challenging State student performance standards, graduate from secondary school, and make successful transitions to postsecondary education and work. Such evaluation shall—

“(A) have a longitudinal design that tracks cohorts of students within schools of differing poverty concentrations for at least three years which, when the cohorts are taken as a whole, provides a picture of such program’s effectiveness over the elementary and secondary grades;

“(B) be separate and independent from State and local assessments and evaluations as required under this title;

“(C) utilize the highest available content standards that are generally accepted as national in scope;

“(D) provide information on all students, students served under part A, and, if funds are sufficient, information on students from low-income families, limited-English-proficient students, and students with disabilities; and

“(E) when feasible, collect, cross-tabulate, and report data by sex within race or ethnicity and socioeconomic status.

“(2) USE.—The Secretary shall use the results of the evaluation described in paragraph (1) as part of the national assessment required by subsection (a) and shall report the data from such evaluation to the Congress and the public at least as frequently as reports are made under subsection (a)(4).

“(d) DEVELOPMENTALLY APPROPRIATE MEASURES.—In conducting the national assessment under subsection (a) and the national ongoing evaluation under subsection (c), the Secretary shall use developmentally appropriate measures to assess student performance and progress.

“(e) PARENTAL INVOLVEMENT, STUDY, REPORT AND DISSEMINATION.—

Reports.

“(1) IN GENERAL.—The Secretary, through the Office of Education Research and Improvement, shall conduct a study to identify and describe—

“(A) common barriers to effective parental involvement in the education of participating children; and

“(B) successful local policies and programs which improve parental involvement and the performance of participating children.

“(2) DUTIES OF SECRETARY.—The Secretary shall—

“(A) complete such study by December 31, 1996;

“(B) report the findings of such study to the Committee on Education and Labor of the House of Representatives and to the Committee on Labor and Human Resources of the Senate; and

“(C) disseminate the findings, relating to the successful local policies and programs which improve parental involvement and the performance of participating children, to local educational agencies.

Reports.

20 USC 6492.

“SEC. 1502. DEMONSTRATIONS OF INNOVATIVE PRACTICES.

“(a) DEMONSTRATION PROGRAMS TO IMPROVE ACHIEVEMENT.—

“(1) IN GENERAL.—From the funds appropriated for any fiscal year under section 1002(g)(2), the Secretary may make grants to State educational agencies, local educational agencies, other public agencies, nonprofit organizations, public or private partnerships involving business and industry organizations, and consortia of such entities to carry out demonstration projects that show the most promise of enabling children served under this title to meet challenging State content standards and challenging State student performance standards. Such projects shall include promising strategies such as—

“(A) accelerated curricula, the application of new technologies to improve teaching and learning, extended learning time, and a safe and enriched full-day environment for children to provide children the opportunity to reach such standards;

“(B) integration of education services with each other and with health, family, and other social services such as mentoring programs, particularly in empowerment zones and enterprise communities;

“(C) effective approaches to whole school reform;

“(D) programs that have been especially effective with limited-English-proficient children, migratory children and other highly mobile students, children leaving institutions for neglected or delinquent children and returning to school, and homeless children and youth;

“(E) programs which are especially effective in recruiting, inducting, and retaining highly qualified teachers for service in schools with low student achievement; and

“(F) programs that are built upon partnerships developed between elementary and middle schools, employers, and the community, which emphasize the integration of high quality academic and vocational learning, stress excellence and high expectations for success in academic subjects, instill responsibility, decisionmaking, problem solving, interpersonal skills, and other competencies in students, and make school relevant to the workplace and

the community, through applied and interactive teaching methodologies, team teaching strategies, learning opportunities connecting school, the workplace, and the community, and career exploration, awareness, and career guidance opportunities.

“(2) EVALUATION.—The Secretary shall evaluate the demonstration projects supported under this title, using rigorous methodological designs and techniques, including control groups and random assignment, to the extent feasible, to produce reliable evidence of effectiveness.

“(b) PARTNERSHIPS.—From funds appropriated under section 1002(g)(2) for any fiscal year, the Secretary may, directly or through grants or contracts, work in partnership with State educational agencies, local educational agencies, other public agencies, and nonprofit organizations to disseminate and use the highest quality research and knowledge about effective practices to improve the quality of teaching and learning in schools assisted under this title.

“SEC. 1503. INNOVATIVE ELEMENTARY SCHOOL TRANSITION PROJECTS. 20 USC

“(a) IN GENERAL.—From the amount appropriated under section 1002(g)(2), the Secretary shall provide not less than \$10,000,000, but not more than \$40,000,000 to support innovative transition projects in elementary schools authorized under this section.

“(b) GRANTS.—

“(1) LOCAL PROGRAMS.—The Secretary shall award grants to local educational agencies (including such agencies that operate Follow Through programs, Even Start, and other comparable programs) that have formed consortia with early childhood programs (including Head Start, where available) for the purpose of supporting projects, for children from low-income families who previously attended a Head Start program, Even Start program, or similar preschool program, which provide education and other services in early elementary grades.

“(2) PURPOSES OF PROJECTS.—The purposes of projects assisted under this section are to—

“(A) assist eligible children and their families in making a successful transition from preschool through the early elementary grades;

“(B) enable eligible children to achieve challenging academic standards through a model, developmentally appropriate, instructional program; and

“(C) support the active involvement of parents in the education of their children.

“(3) COMPONENTS.—A program assisted under this subsection—

“(A) shall provide transition to elementary school activities, such as—

“(i) development of a transition plan for each child which provides for instruction, support, and assistance through the third grade;

“(ii) transfer of each child's preschool records to the elementary school (with parental consent);

“(iii) formal meetings between a child's parent, preschool teacher, and kindergarten or first grade teacher; and

"(2) provide activities to facilitate the transition of such youth from the correctional program to further education or employment; and

"(3) operate dropout prevention programs in local schools for youth at risk of dropping out of school and youth returning from correctional facilities.

20 USC 6452.

"SEC. 1422. PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES.

"(a) LOCAL SUBGRANTS.—With funds retained made available under section 1402(b), the State educational agency shall award subgrants to local educational agencies with high numbers or percentages of youth residing in locally operated (including county operated) correctional facilities for youth (including facilities involved in day programs).

"(b) SPECIAL RULE.—A local educational agency which includes a correctional facility that operates a school is not required to operate a dropout prevention program if more than 30 percent of the youth attending such facility will reside outside the boundaries of the local educational agency upon leaving such facility.

"(c) NOTIFICATION.—A State educational agency shall notify local educational agencies within the State of the eligibility of such agencies to receive a subgrant under this subpart.

20 USC 6453.

"SEC. 1423. LOCAL EDUCATIONAL AGENCY APPLICATIONS.

"Eligible local educational agencies desiring assistance under this section shall submit an application to the State educational agency, containing such information as the State educational agency may require. Each such application shall include—

"(1) a description of the program to be assisted;

"(2) a description of formal agreements between—

"(A) the local educational agency; and

"(B) correctional facilities and alternative school programs serving youth involved with the juvenile justice system to operate programs for delinquent youth;

"(3) as appropriate, a description of how participating schools will coordinate with facilities working with delinquent youth to ensure that such youth are participating in an education program comparable to one operating in the local school such youth would attend;

"(4) as appropriate, a description of the dropout prevention program operated by participating schools and the types of services such schools will provide to at-risk youth in participating schools and youth returning from correctional facilities;

"(5) as appropriate, a description of the youth expected to be served by the dropout prevention program and how the school will be coordinating existing educational programs to meet unique education needs;

"(6) as appropriate, a description of how schools will coordinate with existing social and health services to meet the needs of students at risk of dropping out of school and other participating students, including prenatal health care and nutrition services related to the health of the parent and child, parenting and child development classes, child care, targeted re-entry and outreach programs, referrals to community resources, and scheduling flexibility;

"(7) as appropriate, a description of any partnerships with local businesses to develop training and mentoring services for participating students;

"(8) as appropriate, a description of how the program will involve parents in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities;

"(9) a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under the Job Training and Partnership Act and vocational education programs serving this at-risk population of youth;

"(10) a description of how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable;

"(11) as appropriate, a description of how schools will work with probation officers to assist in meeting the needs of youth returning from correctional facilities;

"(12) a description of efforts participating schools will make to ensure correctional facilities working with youth are aware of a child's existing individualized education program; and

"(13) as appropriate, a description of the steps participating schools will take to find alternative placements for youth interested in continuing their education but unable to participate in a regular public school program.

20 USC 6

"SEC. 1424. USES OF FUNDS.

"Funds provided to local educational agencies under this subpart may be used, where appropriate, for—

"(1) dropout prevention programs which serve youth at educational risk, including pregnant and parenting teens, youth who have come in contact with the juvenile justice system, youth at least one year behind their expected grade level, migrant youth, immigrant youth, students with limited-English proficiency and gang members;

"(2) the coordination of health and social services for such individuals if there is a likelihood that the provision of such services, including day care and drug and alcohol counseling, will improve the likelihood such individuals will complete their education; and

"(3) programs to meet the unique education needs of youth at risk of dropping out of school, which may include vocational education, special education, career counseling, and assistance in securing student loans or grants.

"SEC. 1425. PROGRAM REQUIREMENTS FOR CORRECTIONAL FACILITIES RECEIVING FUNDS UNDER THIS SECTION.

"Each correctional facility entering into an agreement with a local educational agency under section 1422(a) to provide services to youth under this section shall—

"(1) where feasible, ensure educational programs in juvenile facilities are coordinated with the student's home school, particularly with respect to special education students with an individualized education program;

"(2) notify the local school of a youth if the youth is identified as in need of special education services while in the facility;

Contract
20 USC 6