Montgomery County Schools

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TO: Board of Education

FROM: Jeff James, Kevin Lancaster, Phillip Brown, Pokie Noland

DATE: June 1, 2015

SUBJ: Federal Programs Applications - Consent Agenda Items

We have enclosed a summary of the 2015-2016 federal program applications and the assurances for your review. As the budgets are not finalized, we are uncertain of specific funding amounts for each program. By your consent, we are requesting permission to file all federal budget applications that are available to Montgomery County Schools as we have done in the past.

We will be happy to answer questions as needed.

Montgomery County Schools
Federal Applications
Fiscal Year 2015-2016

Title I
Improving Academic Achievement for Disadvantaged Students
Fiscal Year 2015-2016

The purpose of applying for Title I funding is to ensure all children meet challenging academic achievement standards. This grant provides financial assistance through State agencies (SEAs) to local educational agencies (LEAs) and public schools with a large percentage of disadvantaged children. Public schools with the highest percentages of children from low income families receive Title I funds. Unless a participating school is operating a school wide program, the school must focus Title I services on children who are failing, or most at risk of failing to meet State academic standards. A school may use Title I funds for school wide programs that serve all children if at least 40 percent of the students are from poor families.

Assurances-

- identify eligible school attendance areas/schools and will allocate funds received under this Title to those areas/schools in accordance with section 1113
- develop an LEA plan that is consistent with the requirements of section 1112
- make provisions to implement schoolwide and/or targeted assistance programs in accordance with sections 1114 and 1115
- use Federal funds under this part to supplement not supplant State and local funds, consistent with section 1120A
- ensure that all teachers and paraprofessionals working in programs supported by funds under this part are highly qualified as consistent with section 1119 as verified by each school principal served
- make provisions for services to eligible children attending private elementary and secondary schools in accordance with section 1120
- annually review program effectiveness and make provisions for the implementation of school improvement procedures consistent with the requirements of section 1116
- implement programs, activities and procedures for the involvement of parents consistent with provisions of section 1118
- significantly improve the quality of instruction by providing staff in participating schools with substantial opportunities for professional development as required by section 1119
- maintain its fiscal effort in accordance with section 9521
- comply with comparability requirements specified in sections 1120A,1114 and 1115
- use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds allotted to the LEA as required by GEPA
- retain title and control of property and equipment purchased under this title consistent with the requirements of GEPA
- prepare and disseminate individual school performance profiles, as specified in section 1111
- cooperate, by keeping records and providing information, in carrying out the evaluation of the Title I program conducted by or for the SEA, the Secretary or other Federal officials as required by GEPA
- be responsible for repayment of Title I funds in the event of an audit exception [GEPA]
- adopt effective procedures for acquiring and disseminating to teachers and administrators participating in this program significant information from scientifically-based educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects in sections 1114 & 1115

Title II
Improving Teacher Quality
Fiscal Year 2015-2016

The purpose of applying for Title II funding is to provide every student with a highly qualified teacher. This grant provides funding to teachers who need to become highly qualified through college class work or passing the Praxis in their subject area. Also, it provides funding to allow teachers to participate in staff development aimed at higher student achievement.

Assurances –

- funds will be used to supplement and not supplant funds from non-federal sources
- non-public schools in the LEA have been contacted yearly and have been given an equitable opportunity to participate in the planning and development of the programs funded under Title II, Part A for the benefit of children attending non-public schools (LEAs only, N/A for charter schools and SOPs)
- the LEA, SOP, or charter school will keep records and provide information to the SEA as may be required for fiscal audit and program evaluation consistent with the responsibilities of the SEA under Title II, Part A
- local parents, teachers, administrators, supporting personnel, and other groups as may be deemed appropriate by the LEA, SOP, or charter school have participated systematically in the design, planning, and implementation of the Title II, Part A program
- through the implementation of various strategies, poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers
- funds are targeted to schools that have the lowest proportion of Highly Qualified teachers, have the largest average class size, or are identified for school improvement under Title I, Sections 1116(b), 2122(b)(3); and there is equity in the assignment of Highly Qualified teachers in very high poverty and low poverty schools
- all teachers paid with Title II, Part A funds for class size reduction are Highly Qualified
- all new Title I hires are Highly Qualified
- the LEA, SOP, or charter school has developed a plan to ensure that all teachers of core academic subjects within the district are Highly Qualified at the time of assignment (Section 1119)
- the LEA, SOP, or charter school has incorporated and will fully implement procedures if/when it is necessary to hire and/or reassign a teacher who is not Highly Qualified for the grade level(s) and/or subject(s) he or she is assigned to teach
- the LEA, SOP, or charter school has established procedures for developing individual teacher plans in case of the assignment of a non-Highly Qualified teacher, mutually agreed upon between the school/district and the teacher, that provide for direct communication between the school/district and individual teachers. The Individual HQ Teacher Plan or a LEA/Charter approved form will be used in this process
- parents are informed of their right to request and receive information on the qualifications of their children's teachers (LEAs that receive Title I funding)
- the applicant will comply with Title VI & VII of the Civil Rights Act of 1964 (race, color, national origin); Section 504 of the Rehabilitation Act of 1973 (handicapped); Title IX of the Education Amendments of 1971 (sex); the Americans with Disabilities Act of 1990 and the Age Discrimination Act of 1975
- all materials and supplies are used strictly for instructional purposes and are used to implement programs, projects, and activities for specific staff/professional development
- programs, projects, and activities will be operated in compliance with Title II, Part A legislation and Non-Regulatory Guidance, and with policies and procedures issued by the North Carolina Department of Public Instruction
- the LEA, SOP, or charter school is responsible for repayment of Title II, Part A funds in the event of an audit exception

Title III
English Second Language
Fiscal Year 2015-2016

The Title III, LEP program helps to ensure that children who are limited English proficient attain English proficiency, develop high levels of academic achievement in English, and meet the same challenging State academic content and student academic standards as all children are expected to meet.

Assurances –

- the applicant will comply with Title VI, Section 601, of the Civil Rights Act of 1964 (race, color, national origin); Section 504 of the Rehabilitation Act of 1973 (handicapped); Title IX of the Education Amendments of 1971 (sex); the Americans with Disabilities Act of 1990 and the Age Discrimination Act of 1975
- funds will be used to build LEA capacity to continue to provide high-quality language instruction educational programs for LEP students once the subgrants are no longer available
- all teachers in a Title III language instruction educational program for limited English proficient children are fluent in English and any other language used for instruction
- to produce quality teachers in every classroom, the LEA will plan, implement, and evaluate an ongoing professional development program for all teachers who have LEP and immigrant students in their classrooms
- the LEA will comply with the statutory mandate for reporting the adequate yearly progress made by LEP students in language and academic content
- the LEA will assess annually the English proficiency of all LEP children
- evaluations will be used to determine and improve the effectiveness of the LEA Title III program and activities for LEP and immigrant students
- evaluations will include a description of the progress made by children in meeting North Carolina academic content and student academic achievement standards for each of the two years after exiting LEP identification
- if the LEA fails to make progress toward meeting annual measurable achievement objectives for two consecutive years, the LEA will develop an improvement plan that will ensure it meets those objectives

Migrant Education
Fiscal Year 2015-2016

The purpose of the Migrant Education Program is to help migrant students and youth meet high academic challenges by overcoming the obstacles created by frequent moves, educational disruption, cultural and language differences, and health-related problems.

Assurances –

- identifying and recruiting migrant students by providing high quality supplemental and support service
- fostering coordination among schools, agencies, organizations, and businesses to assist migrant families
- collaborating with others to enhance the continuity of education for migrant students

Career and Technical Education (CTE) State/Federal Funding
Fiscal Year 2015-2016

Career and Technical Education courses provide students with a variety of options to fulfill the requirements for College Prep/College Tech Prep, and Occupational Course of Study. Student credentialing and certification opportunities, as well as work-based learning opportunities are available in selected program areas.

Assurances-

- vocational and technical education programs are supervised, directed, or coordinated by persons qualified under the State Board of Education policies (S. 115C-154.(6) and (7))
- the LEA will provide free appropriate vocational and technical education instruction, activities, and services in accordance with this Part for all youth who elect the instruction and shall have responsibility for administering the instruction, activities, and services in accordance with federal and State law and State Board of Education policies (S. 115C-157)
- the LEA will provide activities necessary for the proper and efficient performance of its duties under P.L. 105-332 (Perkins III), including supervision (F. 3.1)
- the expenditures in this plan will adhere to the most recent N.C. Career-Technical Education (CTE) Fiscal and Policy Guide (S)
- the programs in this plan will adhere to the most recent N.C. CTE Programs of Study and Support Services Guide (S)
- nothing in Perkins III shall be construed to be inconsistent with applicable Federal law prohibiting discrimination on the basis of race, sex, national origin, age, or disability in the provision of Federal programs or services (F. 316)
- nothing in Perkins III shall be construed by the LEA to permit, allow, encourage, or authorize any Federal control over any aspect of a private, religious, or home school, regardless of whether a home school is treated as a private school or home school under State law. This section shall not be construed to bar students attending private, religious, or home schools from participation in programs or services under this Act (F. 313)
- the LEA has developed a vocational and technical education plan which describes the vocational education needs of students and potential students in the LEA and indicates how and to what extent the programs proposed in the application meet such needs (S. APA 2E. 1603 115C-154(8))
- the LEA will establish effective programs and procedures to enable informed and effective participation in such programs as are authorized under this title (F. 135.c.1)
- the vocational programs and courses are not duplicated within the LEA unless the LEA has data to justify the duplication or has a plan to redirect the duplicative program within three years (S. 115C-154.1(2))
- for all current job skill programs, there is a documented need, based on labor market data or follow-up data, or there is a plan to redirect the program within two years (S. 115C-154.1(3))
- the LEA will not use more than five (5) percent of the funds for administrative costs associated with the administration of activities assisted under this section (F. 135.d)
- funds allocated for vocational education will be transferred only in accordance with any rules that the State Board of Education considers appropriate to ensure compliance with federal regulations (S. 115C-105.25(b)(6))
- no funds from Perkins III shall be used to require any secondary school student to choose or pursue a specific career path or major; and to mandate that any individual participate in a vocational and technical education program (F. 314)
- funds made available under this Act for vocational and technical education activities shall not supplant non-federal funds expended to carry out vocational and technical education and tech-prep activities (F. 131.a)