

STUDENT ELIGIBILITY-TARGETED ASSISTANCE PROGRAMS

Regular Year

N/A

Check all that apply but at least 2 boxes for each **grade served in a TA program/school**. Students who are failing, or most at risk of failing, to meet the State's challenging student academic achievement standards are eligible. **Student selection** is based on multiple, educationally related, objective criteria. **For each grade served, the LEA is required to select at least one data source to be used at all TA schools providing Title I services for that grade. If the LEA selects two data sources each school may, but is not required to, supplement with additional data sources.**

1. Pre-school – Grade 2: (Developmentally appropriate measures must be used.)

<input type="checkbox"/> DIBELS screening - Dynamic Indicators of Basic Early Literacy Skills	<input type="checkbox"/> Classroom observations	<input type="checkbox"/> STAR Reading
<input type="checkbox"/> Brigance screenings	<input type="checkbox"/> Classroom work samples	<input type="checkbox"/> STAR Math
<input type="checkbox"/> DRA – Developmental Reading Assessment	<input type="checkbox"/> Classroom assessments	<input type="checkbox"/> Parent / guardian Interview or questionnaire
<input type="checkbox"/> Stanford Diagnostic Reading Test	<input type="checkbox"/> Teacher judgment / recommendation	<input type="checkbox"/> Reading series diagnostic test
<input type="checkbox"/> ERDA – Early Reading Diagnostic Assessment	<input type="checkbox"/> Foundations tests	<input type="checkbox"/> Locally developed matrix / eligibility instrument
<input type="checkbox"/> Reading Recovery placement test	<input type="checkbox"/> Grade level benchmark assessment	<input type="checkbox"/> Language for Learning
<input type="checkbox"/> AGS Early Screening Profile	<input type="checkbox"/> Basal reading placement test	<input type="checkbox"/> Other (specify) _____
	<input type="checkbox"/> Adopted math series placement test	<input type="checkbox"/> Other (specify)_____

2. Grades 3 – 12:

<input type="checkbox"/> Below proficient in Math based on TCAP	<input type="checkbox"/> Below proficient in Reading based on TCAP	<input type="checkbox"/> Grade level benchmark assessment/s
<input type="checkbox"/> TCAP Achievement Test- Math (composite OR computation scale score OR composite OR computation percentile score)	<input type="checkbox"/> TCAP Achievement Test- Reading (composite OR comprehension scale score OR composite OR comprehension percentile score)	<input type="checkbox"/> Classroom grades of C or below
<input type="checkbox"/> Think Link assessment	<input type="checkbox"/> Princeton Review assessment	<input type="checkbox"/> Retained within the last 2 years
<input type="checkbox"/> Stanford Diagnostic Mathematics Test	<input type="checkbox"/> Stanford Diagnostic Reading Assessment	<input type="checkbox"/> Locally developed matrix/ eligibility instrument
		<input type="checkbox"/> Other (specify) _____
		<input type="checkbox"/> Other (specify) _____

3. Late-arriving students or students for whom LEA criteria data is not available.

<input type="checkbox"/> Records from previous schools	<input type="checkbox"/> Woodcock-Johnson Reading Mastery Test	<input type="checkbox"/> CAT5 – California Achievement Test
<input type="checkbox"/> Consultation with personnel from previous schools	<input type="checkbox"/> Woodcock-Johnson Math Mastery Test	<input type="checkbox"/> Other (specify) _____
<input type="checkbox"/> Math placement test – (specify) _____	<input type="checkbox"/> Report card grade/s of C of below	<input type="checkbox"/> Other (specify) _____
<input type="checkbox"/> Reading placement test – (specify) _____	<input type="checkbox"/> Teacher judgment / recommendation	<input type="checkbox"/> Other (specify) _____

4. Migratory and formerly migratory children for whom LEA criteria data is not available.

<input type="checkbox"/> Records from previous schools	<input type="checkbox"/> Woodcock-Johnson Reading Mastery Test	<input type="checkbox"/> Other (specify) _____
<input type="checkbox"/> Consultation with personnel from previous schools	<input type="checkbox"/> Woodcock-Johnson Math Mastery Test	<input type="checkbox"/> Other (specify) _____
<input type="checkbox"/> Math placement test – (specify) _____	<input type="checkbox"/> Report card grade/s of C of below	<input type="checkbox"/> Other (specify) _____
<input type="checkbox"/> Reading placement test – (specify) _____	<input type="checkbox"/> Teacher judgment / recommendation	<input type="checkbox"/> Other (specify) _____

A written description of how selected criteria are **combined** and / or weighted to identify **and rank** students is on file in the LEA. If selection procedures vary among schools in the LEA, these variances have been described in detail.

STUDENT ELIGIBILITY-TARGETED ASSISTANCE PROGRAMS

Summer

N/A

Check all that apply but at least 2 boxes for each **grade served in a TA program/school**. Students who are failing, or most at risk of failing, to meet the State's challenging student academic achievement standards are eligible. **Student selection** is based on multiple, educationally related, objective criteria. **For each grade served, the LEA is required to select at least one data source to be used at all TA schools providing Title I services for that grade. If the LEA selects two data sources each school may, but is not required to, supplement with additional data sources.**

1. Pre-school – Grade 2: (Developmentally appropriate measures must be used.)

<input type="checkbox"/> DIBELS screening - Dynamic Indicators of Basic Early Literacy Skills	<input type="checkbox"/> Classroom observations	<input type="checkbox"/> STAR Reading
<input type="checkbox"/> Brigance screenings	<input type="checkbox"/> Classroom work samples	<input type="checkbox"/> STAR Math
<input type="checkbox"/> DRA – Developmental Reading Assessment	<input type="checkbox"/> Classroom assessments	<input type="checkbox"/> Parent / guardian Interview or questionnaire
<input type="checkbox"/> Stanford Diagnostic Reading Test	<input type="checkbox"/> Teacher judgment / recommendation	<input type="checkbox"/> Reading series diagnostic test
<input type="checkbox"/> ERDA – Early Reading Diagnostic Assessment	<input type="checkbox"/> Foundations tests	<input type="checkbox"/> Locally developed matrix / eligibility instrument
<input type="checkbox"/> Reading Recovery placement test	<input type="checkbox"/> Grade level benchmark assessment	<input type="checkbox"/> Language for Learning
<input type="checkbox"/> AGS Early Screening Profile	<input type="checkbox"/> Basal reading placement test	<input type="checkbox"/> Other (specify) _____
	<input type="checkbox"/> Adopted math series placement test	<input type="checkbox"/> Other (specify)_____

2. Grades 3 – 12:

<input type="checkbox"/> Below proficient in Math based on TCAP	<input type="checkbox"/> Below proficient in Reading based on TCAP	<input type="checkbox"/> Grade level benchmark assessment/s
<input type="checkbox"/> TCAP Achievement Test- Math (composite OR computation scale score OR composite OR computation percentile score)	<input type="checkbox"/> TCAP Achievement Test- Reading (composite OR comprehension scale score OR composite OR comprehension percentile score)	<input type="checkbox"/> Classroom grades of C or below
<input type="checkbox"/> Think Link assessment	<input type="checkbox"/> Princeton Review assessment	<input type="checkbox"/> Retained within the last 2 years
<input type="checkbox"/> Stanford Diagnostic Mathematics Test	<input type="checkbox"/> Stanford Diagnostic Reading Assessment	<input type="checkbox"/> Locally developed matrix/ eligibility instrument
		<input type="checkbox"/> Other (specify) _____
		<input type="checkbox"/> Other (specify) _____

3. Late-arriving students or students for whom LEA criteria data is not available.

<input type="checkbox"/> Records from previous schools	<input type="checkbox"/> Woodcock-Johnson Reading Mastery Test	<input type="checkbox"/> CAT5 – California Achievement Test
<input type="checkbox"/> Consultation with personnel from previous schools	<input type="checkbox"/> Woodcock-Johnson Math Mastery Test	<input type="checkbox"/> Other (specify) _____
<input type="checkbox"/> Math placement test – (specify) _____	<input type="checkbox"/> Report card grade/s of C of below	<input type="checkbox"/> Other (specify) _____
<input type="checkbox"/> Reading placement test – (specify) _____	<input type="checkbox"/> Teacher judgment / recommendation	<input type="checkbox"/> Other (specify) _____

4. Migratory and formerly migratory children for whom LEA criteria data is not available.

<input type="checkbox"/> Records from previous schools	<input type="checkbox"/> Woodcock-Johnson Reading Mastery Test	<input type="checkbox"/> Other (specify) _____
<input type="checkbox"/> Consultation with personnel from previous schools	<input type="checkbox"/> Woodcock-Johnson Math Mastery Test	<input type="checkbox"/> Other (specify) _____
<input type="checkbox"/> Math placement test – (specify) _____	<input type="checkbox"/> Report card grade/s of C of below	<input type="checkbox"/> Other (specify) _____
<input type="checkbox"/> Reading placement test – (specify) _____	<input type="checkbox"/> Teacher judgment / recommendation	<input type="checkbox"/> Other (specify) _____

A written description of how selected criteria are **combined** and / or weighted to identify **and rank** students is on file in the LEA. If selection procedures vary among schools in the LEA, these variances have been described in detail.

STUDENT ELIGIBILITY-TARGETED ASSISTANCE PROGRAMS

Private Schools

N/A

Check all that apply but at least 2 boxes for each **grade served in any private school with a TA program**. Students who are failing, or most at risk of failing, to meet the State's challenging student academic achievement standards are eligible. **Student selection** is based on multiple, educationally related, objective criteria.

1. Pre-school – Grade 2: (Developmentally appropriate measures must be used.)

<input type="checkbox"/> DIBELS screening - Dynamic Indicators of Basic Early Literacy Skills	<input type="checkbox"/> Classroom observations	<input type="checkbox"/> STAR Reading
<input type="checkbox"/> Brigance screenings	<input type="checkbox"/> Classroom work samples	<input type="checkbox"/> STAR Math
<input type="checkbox"/> DRA – Developmental Reading Assessment	<input type="checkbox"/> Classroom assessments	<input type="checkbox"/> Parent / guardian Interview or questionnaire
<input type="checkbox"/> Stanford Diagnostic Reading Test	<input type="checkbox"/> Teacher judgment / recommendation	<input type="checkbox"/> Reading series diagnostic test
<input type="checkbox"/> ERDA – Early Reading Diagnostic Assessment	<input type="checkbox"/> Foundations tests	<input type="checkbox"/> Locally developed matrix / eligibility instrument
<input type="checkbox"/> Reading Recovery placement test	<input type="checkbox"/> Grade level benchmark assessment	<input type="checkbox"/> Language for Learning
<input type="checkbox"/> AGS Early Screening Profile	<input type="checkbox"/> Basal reading placement test	<input type="checkbox"/> Other (specify) _____
	<input type="checkbox"/> Adopted math series placement test	<input type="checkbox"/> Other (specify) _____

2. Grades 3 – 12:

<input type="checkbox"/> Below proficient in Math based on TCAP	<input type="checkbox"/> Below proficient in Reading based on TCAP	<input type="checkbox"/> Grade level benchmark assessment/s
<input type="checkbox"/> TCAP Achievement Test- Math (composite OR computation scale score OR composite OR computation percentile score)	<input type="checkbox"/> TCAP Achievement Test- Reading (composite OR comprehension scale score OR composite OR comprehension percentile score)	<input type="checkbox"/> Classroom grades of C or below
<input type="checkbox"/> Think Link assessment	<input type="checkbox"/> Princeton Review assessment	<input type="checkbox"/> Retained within the last 2 years
<input type="checkbox"/> Stanford Diagnostic Mathematics Test	<input type="checkbox"/> Stanford Diagnostic Reading Assessment	<input type="checkbox"/> Locally developed matrix/ eligibility instrument
		<input type="checkbox"/> Other (specify) _____
		<input type="checkbox"/> Other (specify) _____

3. Late-arriving students or students for whom LEA criteria data is not available.

<input type="checkbox"/> Records from previous schools	<input type="checkbox"/> Woodcock-Johnson Reading Mastery Test	<input type="checkbox"/> CAT5 – California Achievement Test
<input type="checkbox"/> Consultation with personnel from previous schools	<input type="checkbox"/> Woodcock-Johnson Math Mastery Test	<input type="checkbox"/> Other (specify) _____
<input type="checkbox"/> Math placement test – (specify) _____	<input type="checkbox"/> Report card grade/s of C of below	<input type="checkbox"/> Other (specify) _____
<input type="checkbox"/> Reading placement test – (specify) _____	<input type="checkbox"/> Teacher judgment / recommendation	<input type="checkbox"/> Other (specify) _____


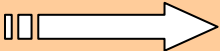
4. Migratory and formerly migratory children for whom LEA criteria data is not available.

<input type="checkbox"/> Records from previous schools	<input type="checkbox"/> Woodcock-Johnson Reading Mastery Test	<input type="checkbox"/> Other (specify) _____
<input type="checkbox"/> Consultation with personnel from previous schools	<input type="checkbox"/> Woodcock-Johnson Math Mastery Test	<input type="checkbox"/> Other (specify) _____
<input type="checkbox"/> Math placement test – (specify) _____	<input type="checkbox"/> Report card grade/s of C of below	<input type="checkbox"/> Other (specify) _____
<input type="checkbox"/> Reading placement test – (specify) _____	<input type="checkbox"/> Teacher judgment / recommendation	<input type="checkbox"/> Other (specify) _____

<input type="checkbox"/> A written description of how selected criteria are combined and / or weighted to identify and rank students is on file in the LEA. If selection procedures vary among schools in the LEA, these variances have been described in detail.

TITLE II, PART A-TEACHER QUALITY

Do not fill-in shaded areas.

Designate selected activities with an "X"	PROPOSED ACTIVITIES	STAFF IMPACTED (Teachers, Principals, Paraprofessionals, etc.)	NUMBER EMPLOYED		NUMBER OF STAFF INVOLVED **	
			# Positions	FTE	Public	Nonpublic
X	Professional Development for Core Academic subjects only* Public School	Teachers and paraprofessionals			150	
	Professional Development for Core Academic subjects only* * Nonpublic Schools (equitable participation and hold harmless)					
X	Class Size Reduction Teachers		2	2.0		
	Teacher and/or Principal recruitment and retention initiatives					
	Signing Bonuses					
	Teacher and/or Principal Mentoring					
	Merit Pay					
	Substitute Pay					
	Teacher testing					
	Pay differentiation initiatives					
	Administration					
X	Other (specify) Teacher mentors	Newly employed teachers or those recommended by principals	2	1.0	30	
<p><i>Enter the number of positions funded with Title II-A: School-based: <u>2</u> FTE: <u>2.0</u> Systemwide: <u>2</u> FTE: <u>1.0</u></i></p>						

* Professional development activities are high quality, sustained, intensive and classroom-focused in order to have a positive impact on classroom instruction and the teacher's performance in the classroom.

** Number of staff involved reflects a Head Count NOT FTE

Title II Part D, Enhancing Education Through Technology (both NCLB and ARRA funding)

I. DIVISION OF FUNDS ASSURANCE, TCSPP INCLUSION AND ADMINISTRATIVE COSTS (School Year 2010-2011)

N/A for ARRA funding

DIVISION OF FUNDS ASSURANCE	TCSPP INCLUSION
<p>\$242,856 -00 Budgeted Amount</p> <p>For technology needs within our LEA in the following categories: Professional Development, Hardware, Software, Services and Other expenses, our system will budget the amount shown for 2010-2011 from other sources than Title II-D funding.</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Our system has included the components of our Technology Plan into the Tennessee Comprehensive Systemwide Planning Process Document (TCSPP) and referenced them in the Compliance Matrix</p>

I. PROPOSED ACTIVITIES AND ACCOUNTABILITY OPTIONS (Check all that apply to this year's project)

<input type="checkbox"/>	<input type="checkbox"/>	Professional Development Waiver PD Waiver Demonstration: In an attachment, describe how your system already provides ongoing, sustained, and intensive, high-quality professional development that is based on a review of relevant research, to all teachers in core academic subjects in the integration of advanced technologies, including emerging technologies, into curricula and instruction. This request, if approved, may affect your eligibility for competitive Title IID grants.	
ACTIVITY		EVIDENCE OF ACTIVITY	EFFECTIVENESS OPTION(S)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Professional Development (at least 25% of the combined funds required) PD Assurance: All participants at any technology conferences will conduct/assist/attend with multi-session workshops/tutoring sessions with other district personnel throughout the year on effective integration of technology into the daily classroom curriculum. Agendas and sign-in sheets will document these sessions.	<input checked="" type="checkbox"/> <input type="checkbox"/> Sign-in sheets for PD instruction <input type="checkbox"/> <input type="checkbox"/> Handouts <input checked="" type="checkbox"/> <input type="checkbox"/> Agenda for workshop/training <input type="checkbox"/> <input type="checkbox"/> Other (explain) _____ <input checked="" type="checkbox"/> <input type="checkbox"/> Teacher surveys demonstrating satisfaction with training <input checked="" type="checkbox"/> <input type="checkbox"/> Lesson plans incorporating more technology integration <input type="checkbox"/> <input type="checkbox"/> PD Needs Assessments <input type="checkbox"/> <input type="checkbox"/> Other (explain) _____
<input type="checkbox"/>	<input type="checkbox"/>	#1: Initiatives (public/private partnerships) to increase tech access	<input type="checkbox"/> <input type="checkbox"/> Collaborative mtg. sign-in sheets <input type="checkbox"/> <input type="checkbox"/> Letters of support <input type="checkbox"/> <input type="checkbox"/> Thank you letters for donation of equipment, services, resources, cash <input type="checkbox"/> <input type="checkbox"/> Other (explain) _____ <input type="checkbox"/> <input type="checkbox"/> Thank you letters (see evidence column) <input type="checkbox"/> <input type="checkbox"/> Newspaper articles/pix <input type="checkbox"/> <input type="checkbox"/> Change in student: computer ratio <input type="checkbox"/> <input type="checkbox"/> Portfolios including products by students using "donated" services, equipment <input type="checkbox"/> <input type="checkbox"/> Other (explain) _____
<input type="checkbox"/>	<input type="checkbox"/>	#2A: Adapting/expanding new or existing technology applications to increase student achievement USING teaching practices identified by research to increase student academic success	<input type="checkbox"/> <input type="checkbox"/> Any purchases require PO's or invoices <input type="checkbox"/> <input type="checkbox"/> Statement of applications used and research citing <input type="checkbox"/> <input type="checkbox"/> Portfolios created after strategy used by teacher <input type="checkbox"/> <input type="checkbox"/> Other (explain) _____ <input type="checkbox"/> <input type="checkbox"/> Portfolios by students <input type="checkbox"/> <input type="checkbox"/> Journal entries <input type="checkbox"/> <input type="checkbox"/> Student/teacher surveys <input type="checkbox"/> <input type="checkbox"/> Increased use/ enthusiasm for new strategies <input type="checkbox"/> <input type="checkbox"/> Other (explain) _____
<input type="checkbox"/>	<input type="checkbox"/>	#2B: Adapting/expanding new or existing technology applications to increase student achievement USING distance learning strategies to increase student academic success	<input type="checkbox"/> <input type="checkbox"/> Any purchases require PO's or invoices <input type="checkbox"/> <input type="checkbox"/> Class schedule/syllabus for distance learning subject <input type="checkbox"/> <input type="checkbox"/> Portfolios created after strategy used by teacher <input type="checkbox"/> <input type="checkbox"/> Video conferencing tape <input type="checkbox"/> <input type="checkbox"/> Other (explain) _____ <input type="checkbox"/> <input type="checkbox"/> Portfolios by students <input type="checkbox"/> <input type="checkbox"/> Journal entries by students/teachers <input type="checkbox"/> <input type="checkbox"/> Student/teacher surveys <input type="checkbox"/> <input type="checkbox"/> Increased use of/enthusiasm for new strategies <input type="checkbox"/> <input type="checkbox"/> Certificate of completion for students taking class(es) <input type="checkbox"/> <input type="checkbox"/> Other (explain) _____
<input type="checkbox"/>	<input type="checkbox"/>	#3: Buying proven courses and curricula using technology integration to help students improve academically	<input type="checkbox"/> <input type="checkbox"/> Any purchases require PO's or invoices <input type="checkbox"/> <input type="checkbox"/> Training given to teachers to implement new courses counts for this item <i>AND P.D</i> <input type="checkbox"/> <input type="checkbox"/> Other (explain) _____ <input type="checkbox"/> <input type="checkbox"/> Surveys to determine achievement of students using program <input type="checkbox"/> <input type="checkbox"/> Portfolios using courses/curricula <input type="checkbox"/> <input type="checkbox"/> Increase in academic scores on tests <input type="checkbox"/> <input type="checkbox"/> Other (explain) _____

<input type="checkbox"/>	<input checked="" type="checkbox"/> <p>#4: Using technology to promote meaningful parental involvement, to foster increased communication and to assist parents to understand the technology being applied in their child's education.</p>	<input type="checkbox"/> Website <input type="checkbox"/> Emails/email training and accounts <input type="checkbox"/> Flyers/invitations to school functions <input type="checkbox"/> Tech classes for parents <input type="checkbox"/> Homework hotlines <input type="checkbox"/> Other (explain) _____	<input type="checkbox"/> Website "hits" <input type="checkbox"/> Parent surveys-evaluate and satisfaction <input type="checkbox"/> Portfolios of parent/student collaborative work <input type="checkbox"/> Increased homework returned <input type="checkbox"/> Other (explain) _____
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ACTIVITY		EVIDENCE OF ACTIVITY		EFFECTIVENESS OPTION(S)	
<input type="checkbox"/>	#5: Preparing teacher leaders with training to be experts and train others and providing bonus payments to these individuals.	<input type="checkbox"/>	<input type="checkbox"/> Training documentation for coaches: program brochures from conferences <input type="checkbox"/> Handouts for coach training <input type="checkbox"/> Stipend award documentation <input type="checkbox"/> Work log for each teacher/coach <input type="checkbox"/> Handouts/sign-in sheets for training provided BY coach to staff <input type="checkbox"/> Other (explain) _____	<input type="checkbox"/>	<input type="checkbox"/> Work log for teacher coach-when called, why called, response, results <input type="checkbox"/> Surveys from cohorts-successful or not? <input type="checkbox"/> Certificate of completion for classes/training taken by coach <input type="checkbox"/> Other (explain) _____
<input type="checkbox"/>	#6: Acquiring, adapting, expanding, implementing, repairing, and maintaining existing and new applications of technology, to support the school reform effort and to improve student academic achievement.	<input type="checkbox"/>	<input type="checkbox"/> Purchases and upgrades require PO's and invoices <input type="checkbox"/> Repair log <input type="checkbox"/> Inventory <input type="checkbox"/> Other (explain) _____	<input type="checkbox"/>	<input type="checkbox"/> Pre-post inventory of hardware and software <input type="checkbox"/> Response time for repairs this year: last year <input type="checkbox"/> Student: computer access change (improvement) <input type="checkbox"/> Chart depicting technology access increase <input type="checkbox"/> Other (explain) _____
<input type="checkbox"/>	#7: Buying networking, resources and services	<input type="checkbox"/>	<input type="checkbox"/> Purchases and upgrades require PO's and invoices <input type="checkbox"/> Inventory-pre and post showing increased software/hardware <input type="checkbox"/> Contracts for services rendered-training, installation, etc. <input type="checkbox"/> Other (explain) _____	<input type="checkbox"/>	<input type="checkbox"/> Pictures of items purchased <input type="checkbox"/> Pre-post inventory for equipment, networking items <input type="checkbox"/> Other (explain) _____
<input type="checkbox"/>	#8: Collect manage and analyze data with technology	<input type="checkbox"/>	<input type="checkbox"/> Program purchased? PO's or invoices <input type="checkbox"/> Sample of printout from data management program <input type="checkbox"/> Sample faculty mtg. agenda where data analysis is discussed <input type="checkbox"/> Other (explain) _____	<input type="checkbox"/>	<input type="checkbox"/> Surveys to determine student achievement using program <input type="checkbox"/> Teacher/parent survey depicting satisfaction with program <input type="checkbox"/> Technology Survey results <input type="checkbox"/> Other (explain) _____
<input type="checkbox"/>	#9: Implementing performance measurement systems	<input type="checkbox"/>	<input type="checkbox"/> Printout from student performance measurement system <input type="checkbox"/> Installation PO's/invoices Sign-in sheets/handouts for training on using this technology <input type="checkbox"/> Other (explain) _____	<input type="checkbox"/>	<input type="checkbox"/> Pre-post printouts showing increase in student performance <input type="checkbox"/> Teacher survey depicting satisfaction with programs <input type="checkbox"/> Increased student scores in measured academic areas <input type="checkbox"/> Other (explain) _____
<input type="checkbox"/>	#10: Developing, enhancing or implementing information technology courses for students	<input type="checkbox"/>	<input type="checkbox"/> Signup sheets for training the trainer on student information technology courses <input type="checkbox"/> Signup sheets for students taking these courses <input type="checkbox"/> Handouts for students in info tech classes <input type="checkbox"/> Other (explain) _____	<input type="checkbox"/>	<input type="checkbox"/> Increased student enrollment in these classes <input type="checkbox"/> Increased student scores in information technology <input type="checkbox"/> Pre-post numbers for successful resumes, technology jobs obtained, productivity on projects. <input type="checkbox"/> Other (explain) _____

II. PROPOSED ACTIVITIES WILL TARGET THE FOLLOWING GROUPS (check all groups that apply, specify their bases, and then check the activities proposed for each group)

<input type="checkbox"/> a. High poverty	<input type="checkbox"/> a. High poverty	<input checked="" type="checkbox"/> b. High need (technology, professional development)	<input type="checkbox"/> b. High need (technology, professional development)	<input type="checkbox"/> c. High priority	<input type="checkbox"/> c. High priority
Basis: <input type="checkbox"/> Free/Reduced Lunch <input type="checkbox"/> Other: Explained on attached sheet(s)		Basis: <input checked="" type="checkbox"/> State or Local Technology Survey <input type="checkbox"/> Other: Explained on attached sheet(s)		Basis: <input type="checkbox"/> Attached list of selected state-identified high priority schools	
Activities (#s) PD 1 2a 2b 3 4 5 6 7 8 9 10 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		Activities (#s) PD 1 2a 2b 3 4 5 6 7 8 9 10 <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		Activities (#s) PD 1 2a 2b 3 4 5 6 7 8 9 10 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Activities (#s) funded with ARRA PD 1 2a 2b 3 4 5 6 7 8 9 10 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		Activities (#s) funded with ARRA PD 1 2a 2b 3 4 5 6 7 8 9 10 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		Activities (#s) funded with ARRA PD 1 2a 2b 3 4 5 6 7 8 9 10 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

III. Please enter the number of positions funded with Title II-D: School-based: 0 FTE: 0.0 Systemwide: 0 FTE: 0.0

Please enter the number of positions funded with Title II-D ARRA: School-based: _____ FTE: _____ Systemwide: _____ FTE: _____

REQUIRED STAFFING FOR *ESL* SERVICES AND PLAN FOR SERVING *ESL* STUDENTS

2009-2010 October 1st ELL Child Count **81** : **3** Certificated *ESL*-endorsed positions funded with STATE and/or LOCAL funds (NOT Title III funds) [1:45 is the criteria]

PLANNING FOR *ESL* STUDENTS

The required components in reference to Section 3116, NCLB, for *ESL* students are included in the TCSP and referenced in the Compliance Matrix.

LEA does NOT generate Title III funds OR is releasing ALL generated Title III funds for FY11.

(For LEAs NOT receiving or those NOT accepting Title III funds, please do NOT complete the remainder of this page.)

TITLE III and ENGLISH LANGUAGE LEARNERS (LEAs receiving funds as EITHER a Stand-Alone, Consortium member OR Fiscal Agent)

USES OF FUNDS

Assurances (Submission of this completed page indicates compliance with the following requirements regarding uses of funds.) Documentation is required.

LEA MUST include activities in section 1 and the activities in section 2

(1) Funds will be used to provide scientifically-based Language instruction to increase English Proficiency and Student Academic Achievement:

<input type="checkbox"/>	Implement within an individual school, schoolwide programs for restructuring, reforming, and upgrading all relevant programs, activities and operations relating to language instruction, educational programs and academic content instruction for LEP students	<input type="checkbox"/>	Implement within an entire jurisdiction of a local education agency, agency wide programs for restructuring, reforming and upgrading all relevant programs, activities and operations relating to language instruction for LEP students.
<input checked="" type="checkbox"/>	Use approaches and methodologies based on scientifically based research	<input checked="" type="checkbox"/>	Provide tutorials and academic or vocational education for LEP students
<input type="checkbox"/>	Develop and implement new language instruction programs for early childhood education, elementary school programs and secondary programs for LEP students	<input type="checkbox"/>	Provide intensified instruction for LEP students
<input type="checkbox"/>	Carry out highly focused, innovative, locally designed activities to expand and enhance existing language instruction programs and academic content instruction programs for LEP students	<input checked="" type="checkbox"/>	Meet challenging State academic achievement standards
		<input type="checkbox"/>	Provide community participation programs, family literacy services and parent outreach and training activities to LEP students and their families.

AND (2) Funds will be used to provide high quality, scientifically-based Professional Development* to improve instruction and assessment of LEP and/or to enhance the teacher's ability to instruct LEP students

* Professional development activities are high quality, sustained, intensive and classroom-focused in order to have a positive, lasting impact on classroom instruction and the teacher's performance in the classroom.

<input checked="" type="checkbox"/>	<p>Provide high-quality professional development to classroom teachers, principals, administrators and other school or community-based organizational personnel:</p> <ul style="list-style-type: none"> Professional development is based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the subject matter knowledge, teaching knowledge and teaching skills for such teachers. Professional development is designed to enhance the ability of such teachers to understand and use curricula, assessment measures and instructional strategies for LEP children
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Please enter the number of supplemental positions funded with Title III: School-based: _____ FTE: _____ Systemwide: _____ FTE: _____

STAND-ALONE OR CONSORTIUM Check the appropriate box(es) below.

Consortium Option: An LEA receiving a grant allocation of less than \$10,000 may form a consortium with another local education agency or agencies.

<input type="checkbox"/> LEA generates \$10,000 or more and will function as a Stand-Alone system for Title III FY11 funds.	<input type="checkbox"/> LEA is releasing Title III money and will provide services with local and state funds.	<input checked="" type="checkbox"/> LEA does NOT generate at least \$10,000 and plans to join a consortium to utilize Title III FY11 funds.
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Title IV, Part A-Safe and Drug-Free Schools and Communities Program

LEA has submitted File #15 with this FY11 Consolidated Application. File 15 is the Title IV-Safe and Drug-Free Schools program application for the 2010-2011 school year.

Please enter the number of positions funded with Title IV: School-based: 0 FTE: 0.0 Systemwide: 0 FTE: 0.0

Title VI, Part B, Subpart 1-Small, Rural School Achievement (SRSA) Program

N/A

Yes No

- LEA is eligible to receive a SRSA grant.
- LEA submitted application to the United States Department of Education (USDOE) during first year of eligibility.
- LEA intends to use the Alternative Uses of Funds Authority under Section 6211 during 2010-2011 school year.

Title VI, Part B, Subpart 2-Rural and Low-Income School (RLIS) Program

N/A

LEA eligible to receive RLIS program funds may use these funds for the following purposes:

(Indicate the selected program(s) by clicking to place an X in the box on the left and type in the percentage of the allocation to be budgeted for each selected activity.)

Purposes

- 1. Teacher recruitment and retention, including the use of signing bonuses and other financial incentives;
- 2. Teacher professional development, including programs that train teachers to use technology to improve teaching and to train teachers of students with special needs;
- 3. Support for educational technology, including software and hardware, that meets the requirements of ESEA, Title II, Part D (Enhancing Education Through Technology);
- 4. Parental involvement activities
- 5. Activities authorized under the Safe and Drug-Free Schools and Communities; State Grants Program (ESEA, Title IV, Part A, Subpart 1);
- 6. Activities authorized under ESEA, Title I, Part A (Improving Basic Programs operated by LEAs); or
- 7. Activities authorized under ESEA Title III (Language Instruction for Limited English Proficient and Immigrant Students).

Describe how the use of the RLIS funds will assist the LEA in meeting the State goal of increasing student performance.

Describe how the use of the RLIS funds will assist the LEA in meeting the State goal of increasing the graduation rate.

Please enter the number of positions funded with Title VI: School-based: _____ FTE: _____ Systemwide: _____ FTE: _____

TITLE X, PART C-MCKINNEY-VENTO HOMELESS ASSISTANCE STIMULUS (ARRA) FUNDS **N/A ARRA funds**

The LEA has written policies and procedures for enrollment, attendance, and school success of homeless children and youth included in the LEA's Board policy.

LEA did NOT generate Homeless funds OR released ALL generated Homeless funds for FY10.

(For LEAs NOT receiving or those NOT accepting Homeless (McKinney-Vento) funds, please do NOT complete the remainder of this page.)

Allowable Activities: Please check the appropriate activities you will utilize with the carryover FY10 McKinney-Vento Homeless Stimulus funds

EDUCATIONAL SERVICES

- Tutoring, supplemental instruction and other educational services that help homeless children and youth reach the same challenging State content and State student performance standards to which all children and youth are held.
- Before- and after- school programs, mentoring, and summer programs for homeless children and youth. Qualified personnel may provide homework assistance, tutoring, and supervision of other educational instruction in carrying out these activities.
- Developmentally appropriate early childhood education programs for homeless children of preschool age that are not provided through other federal, state, or local funds.
- Expedited evaluations of homeless children and youth to measure their strengths and needs. These evaluations should be done promptly in order to avoid a gap in the provision of necessary services to such children and youth. Evaluations may also determine a homeless child's or youth's eligibility for other programs for gifted and talented students, vocational education programs, and school lunch programs.
- Educational and training programs for parents of homeless children and youth regarding the rights their children have as homeless individuals and the educational and other resources available to their children.

PROFESSIONAL DEVELOPMENT

- Programs and other activities designed to raise awareness among educators and pupil services personnel of the rights of homeless children and youth under the Act, and the special needs such children and youth have as a result of their homelessness.

COORDINATION OF SERVICES

- Programs coordinating services provided by schools and other agencies to homeless children and youth to expand and enhance such services. Coordination with programs funded under the *Runaway and Homeless Youth Act* should be included in this effort.

COMPREHENSIVE SERVICES

- Referrals of homeless children and youth to medical, dental, mental, and other health services.
- Pupil services programs providing violence prevention counseling and referrals to such counseling.
- Programs addressing the particular needs of homeless children and youth that may arise from domestic violence.

TRANSPORTATION

- Paying the excess cost of transportation not otherwise provided through federal, state, or local funds, to enable homeless children and youth to attend schools selected under Section 722(g)(3) of the Act.

TITLE X, PART C-MCKINNEY-VENTO HOMELESS ASSISTANCE STIMULUS (ARRA) FUNDS (Continued)

SCHOOL RECORDS

- Paying fees and costs associated with locating, obtaining, and transferring records necessary for the enrollment of homeless children and youth in school. The records may include birth certificates, guardianship records, immunization records, academic records, and evaluations of homeless children and youth determining eligibility for other programs and services.
-

SCHOOL SUPPLIES

- Providing supplies to non-school facilities serving homeless children and youth and adapting these facilities to enable them to provide services.
- Providing school supplies to homeless children and youth at shelters, temporary housing facilities, and other locations as appropriate.
-

EXTRAORDINARY OR EMERGENCY ASSISTANCE

- Providing extraordinary or emergency services to homeless children and youth as necessary to enroll and retain such children and youth in school.
(*May not be used for rent, utilities, etc.—This activity must be used with care. Contact Chris Satterfield if you have any questions 615-532-4777.*)
-

OTHER GRANTEE SERVICES

- LEAs may also use sub-grant funds to enter into contracts with other agencies or organizations to provide services for homeless children and youth.
-

Please enter the number of positions funded with **Stimulus Title X (Homeless)** School-based: 0 FTE: 0.0 Systemwide: 0 FTE: 0.0

Required Plans (check as completed)

No Child Left Behind requires certain plans and policies related to the programs in this consolidated application. These plans must be maintained at the LEA and must be available for review upon request.

- Yes** **N/A** **The LEA has incorporated the following components into the TCSPP:**
- Title I, Part A-Improving the Academic Achievement of the Disadvantaged, and meets the requirements of Section 1112 (LEA Title I Plan), Section 1116 (Academic Assessment and LEA and School Improvement), and Section 1119 (Qualifications for Teachers and Paraprofessionals);
 - Title I, Part C-Education of Migratory Children;
 - Title II, Part A-Teacher and Principal Training and Recruitment, and meets the requirements of Sections 2122 and 2123;
 - Title II, Part D-Enhancing Education Through Technology;
 - Title III, Part A-English Language Acquisition, Language Enhancement, and Academic Achievement;
 - Title IV, Part A-Safe and Drug-free Schools and Communities
 - Title VI, Part B, Subpart 2, Rural and Low Income School Program
 - Title X, Part C-McKinney-Vento Homeless Assistance
- These NCLB Performance Goals are incorporated into the TCSPP:**
- By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
 - All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
 - As of 2006-07, all students will be taught by highly qualified teachers (Sections 1119 and 2122).
 - All students will be educated in learning environments that are safe, drug-free and conducive to learning (Section 4114).
 - All students will graduate from high school.

Other required plans and policies:

<input checked="" type="checkbox"/>	The LEA has a written LEA parent involvement policy which meets the requirements of Section 1118 (a)	<input checked="" type="checkbox"/>	Code of Conduct policy (Section 4114)
<input checked="" type="checkbox"/>	A TSIP (which meets the requirements of Section 1114) for each Title I schoolwide school	<input checked="" type="checkbox"/>	An approved ESL/OCR Compliance report (Descriptive Report on Services to English Language Learners (ELL)) must be on file.
<input type="checkbox"/>	A TSIP (which meets the requirements of Section 1115) for each Title I targeted assistance school	<input checked="" type="checkbox"/>	All Title I educational assistants hired after 1/8/02 are "highly qualified".
<input checked="" type="checkbox"/>	Each Title I school has a written school parental involvement policy which meets the requirements of Section 1118 (b)	<input checked="" type="checkbox"/>	Crisis management plan (Section 4114)
<input checked="" type="checkbox"/>	The LEA has a plan for an annual increase in the percentage of teachers who are receiving high quality professional development.	<input checked="" type="checkbox"/>	The LEA has a plan for keeping schools safe and drug-free. (Section 4114)

Coordination and Participation Requirements

The TCSP describes how Title I, Part A is coordinated with programs **FUNDED** with:

- | <u>Yes</u> | <u>N/A</u> | |
|-------------------------------------|-------------------------------------|--|
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | Title I, Part C |
| <input checked="" type="checkbox"/> | | Title II, Part A |
| <input checked="" type="checkbox"/> | | Title II, Part D |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Title III, Part A |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Title IV, Part A |
| <input checked="" type="checkbox"/> | | The Individuals with Disabilities Act |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | The Carl D. Perkins Vocational and Technical Education Act of 1998 |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | The McKinney-Vento Homeless Assistance Act |

In order to increase program effectiveness, eliminate duplication and reduce fragmentation of the instructional program, the TCSP describes how the LEA will coordinate and integrate Title I services with the following educational services.

- | <u>Yes</u> | <u>N/A</u> | |
|-------------------------------------|-------------------------------------|--|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Head Start |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | Even Start |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | Reading First |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | Early Reading First |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | Other preschool programs |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | Services for neglected or delinquent youth |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | Services for Youth at risk of dropping out |
| <input checked="" type="checkbox"/> | | Services for children with limited English proficiency |
| <input checked="" type="checkbox"/> | | Services for immigrant children |

- | | |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | Services for homeless children and youth |
| <input checked="" type="checkbox"/> | Services for migratory and formerly migrant |

Student Population
(Number)

14
8

FISCAL REQUIREMENTS (Mark all that are applicable)

Title I

- All schools in School Improvement have budgeted 10% of the school allocation for staff development that directly addresses the academic achievement problem that cause the school to be identified for improvement.
- If **any** school below 35% poverty is served, the “125% Rule” has been observed in calculating the **minimum** per pupil amount to be used in **ALL** the schools.

Administrative Funds

ALL LEAs complete the following chart on projected usage of the administrative portion of your NCLB funding **Does NOT include Indirect Costs*

NCLB Programs			NCLB Programs			Other Federal Programs	
<u>Funding Source</u>	<u>Maximum % Allowed</u>	<u>Projected % to be Used</u>	<u>Funding Source</u>	<u>Maximum % Allowed</u>	<u>Projected % to be Used</u>	<u>Funding Source</u>	<u>Consolidated Admin? ("X" if used)</u>
Title I-A	N/A	5	Title II-D Comp. (e4000)	N/A		Title I-D	<input type="checkbox"/>
Title I-A S*	N/A	1%				Even Start	<input type="checkbox"/>
Title II-A	N/A	1%				Migrant Education	<input type="checkbox"/>
Title II-D	N/A	1%				21 st Century	<input type="checkbox"/>
Title II-D S*	N/A						
Title II-D (e4TN)	5%						
						Title VI	N/A
			Title X S*	N/A	1		

Yes No Our system will use Consolidated Administrative Funds for our Federal funds.

A. ARRA funds (Title I-A, Title II-D, Title X-Homeless)

The Local Education Agency (LEA) hereby assures the State Education Agency (SEA) that the LEA will:

1. Comply with all applicable laws and regulations including any directives or requirements from the Tennessee Recovery Act Management (TRAM) Office.
2. Submit reporting requirements as specified by federal and state laws, regulations and/or policies.
3. Track all ARRA funds and expenditures in separate budget accounts and categories as required.

B. TITLE I, PART A – Improving the Academic Achievement of the Disadvantaged

The Local Education Agency (LEA) hereby assures the State Education Agency (SEA) that the LEA will:

1. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
2. Inform eligible schools and parents of school-wide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
3. Provide technical assistance and support to school-wide programs.
4. Work in consultation with schools as they develop the schools' plan pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards and meet the requirements of the statute.
5. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
6. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
7. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
8. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
9. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 to ensure requirements in the statute are being carried out.
10. Comply with the requirements of section 1119 regarding the qualifications of teachers and paraprofessionals and professional development for such individuals.
11. Inform eligible schools of the LEA's authority to obtain waivers on the school's behalf under Title IX and, if the State is an Ed-Flex Partnership State, to obtain waivers under the Education Flexibility Partnership Act of 1999.
12. Coordinate and collaborate, to the extent feasible and necessary as determined by the LEA, with the SEA and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the LEA in addressing major factors that have significantly affected student achievement at the school.
13. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
14. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each Title I school to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
15. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.
16. Assist each Title I school in developing or identifying examples of high quality, effective curricula consistent with section 1111(b)(8)(D).
17. Ensure that all requirements in section 1111(h)(6) regarding Parents Right-to Know are being carried in a manner consistent with the statute.

18. Include in the LEA Consolidated Plan a description of the following, as applicable:
- a. Additional assessments the LEA and schools use to:
 - determine the success of children served in meeting academic standards;
 - provide information to teachers, parents, and students on the progress being made toward meeting state standards;
 - assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving children served to meet state standards;
 - determine what plan revisions are needed to enable children to meet state standards; and
 - effectively identify students who may be at risk for reading failure or who are having difficulty reading.
 - b. Additional academic indicators that will be used to show success of students.
 - c. Strategies the LEA will implement to provide additional educational assistance to individual students who need help in meeting state standards.
 - d. Strategies to be implemented to assist schools identified as in need of improvement.
 - e. Strategies the LEA will take to implement public school choice and supplemental services consistent with the requirements in section 1116.
 - f. How Title I, Part A is coordinated with other NCLB programs, the Individuals with Disabilities Education Act, the Carl D. Perkins Vocational and Technical Education Act of 1998, the McKinney-Vento Homeless Assistance Act and other acts as appropriate.
 - g. Services the LEA will provide homeless children as required by section 1112(b)(1)(O), including services provided with funds reserved under section 1113(c)(3)(A).
 - h. Strategies the LEA will use to implement effective parental involvement under section 1118.
19. Document comparability of services as required by section 1120A.
20. If assigning public school personnel paid by Title I funds to limited duties, the amount of time spent on such duties will not exceed the same proportion of total work time as prevails with respect to similar personnel at the same school site. The limited duties may include duties beyond classroom instruction or duties that do not benefit participating children. However, the duties must also be assigned to similar personnel, at the same school site, who are not paid with such funds.
21. Ensure that Title I programs and projects are of sufficient size, scope, and quality to give reasonable promise of substantial progress toward meeting the special educational needs of children being served.

C. TITLE I, PART C-Education of Migratory Children

The Local Education Agency (LEA) hereby assures the State Education Agency (SEA) that the LEA will:

Assist the State in its efforts to comply with Section 1304 (b)(3) of the statute, timely transfer of pertinent migrant student records; and Section 1304 (c)(7), identification of all migrant students in the State, and Section 1308(b)(2) of the statute, electronic exchange of health and educational migrant information; by

- Distributing the Migrant Occupational Survey to all families new to the district and forwarding to the State as directed,
- Indicating migrant status in the LEA's data system, and
- Submitting completed Individual Student Record (ISR) forms (within 14 days) as the student withdraws from the district mid-year or at the end of the school year for migrant students who remain enrolled on the last day of school.
-

D. TITLE I, PART D - State Agency Programs for Youth Who are Neglected or Delinquent and Local Programs for Youth Who are Delinquent

Subpart I Programs

The State Agency (SA) hereby assures the SEA that the SA will:

1. Make services available to youth in adult correctional facilities and will give priority to youth who are likely to complete incarceration within a two-year period.
2. Assist in locating alternative programs through which students can continue their education if students are not returning to school after leaving the correctional facility.
3. Work with parents to secure parents' assistance in improving the educational achievement of their children and preventing their children's further involvement in delinquent activities.
4. Work with youth with disabilities in order to meet an existing individualized education program and notify the youth's local school if such youth-
 - is identified as in need of special education services while the youth is in the facility, and
 - intends to return to the local school.

5. Work with youth who dropped out of school before entering the facility to encourage the youth to reenter school once the term of the youth has been completed or provide the youth with the skills necessary to gain employment, continue education, or achieve a secondary school diploma or the recognized equivalent if the youth does not intend to return to school.
6. Train teachers and other qualified staff to work with youth with disabilities and other students with special needs taking into consideration the unique needs of such students.
7. Coordinate the program with any programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 or other comparable programs, if applicable.
8. Design programs and projects to support educational services that-
 - except for institution-wide projects under section 1416, are provided to children identified by the SA as failing, or most at risk of failing, to meet the State's challenging State academic content standards and student academic achievement standards;
 - supplement and improve the quality of the educational services provided to such youth by the SA; and
 - afford such youth an opportunity to meet challenging State academic achievement standards.

All Title I, Part D Programs

All entities participating in the Title I, Part D Program assure the SEA that:

1. Programs and projects are of sufficient size, scope, and quality to give reasonable promise of substantial progress toward meeting the special educational needs of those being served.

2. The following Goal, Objectives, and Indicators will be adopted:

GOAL: To improve the academic and vocational and technical skills of youth who are neglected, delinquent, or at risk so that they might become productive members of society.

Objective 1: To maintain and improve educational achievement of participants.

Indicator 1.1: 85% of students will progress academically above their current level in math, language arts, and reading.

Indicator 1.2: The percentage of students that pass the state-mandated tests will increase annually.

Objective 2: To increase the number of school credits accrued by participants that meet State requirements for grade promotion and secondary school graduation.

Indicator 2.1: The percentage of students promoted from remedial classes to grade level or to GED classes will increase annually.

Objective 3: To provide participants with transition services to regular programs or other education programs operated by local education agencies;

Indicator 3.1: A minimum of 70% of students who move into a school program will remain in that program for one year.

Objective 4: To assist participants in completing secondary school (or secondary school equivalency requirements) and obtaining employment, or providing participants with post-secondary education and/or job training programs after leaving the correctional facility or institution for neglected or delinquent children and youth.

Indicator 4.1: The percentage of students completing secondary school or GED requirements will increase annually.

Indicator 4.2: The percentage of students entering the workforce, entering post-secondary institutions, or job training programs following release from state custody will increase annually.

E. TITLE II, PART A - Teacher Quality

The LEA hereby assures the SEA that, if participating in the Title II, Part A Program, the LEA will:

1. Target funds to schools within the jurisdiction of the LEA that:
 - have the lowest proportion of highly qualified teachers;
 - have the largest average class size; or
 - are identified for school improvement under section 1116(b).
2. Conduct an assessment of local needs for professional development and hiring in accordance with section 2122(c).
3. Have on file a plan which meets the requirements of section 2122(b).
4. Any teachers funded through Title II-A for Class Size Reduction are highly-qualified.

E. TITLE II, PART D – Enhancing Education Through Technology: EdTech

The LEA hereby assures the SEA that, if participating in the Title II, Part D Program, the LEA will:

1. Use not less than 25% of formula and competitive, if applicable, EdTech funds to provide ongoing, sustained, and intensive high-quality professional development in the integration of technology into daily curricula and instruction unless a waiver is awarded.
2. Have a locally approved technology plan that includes compliance with CIPA regulations.

F. TITLE III, PART A – English Language Learners

The LEA hereby assures the SEA that, if participating in the Title III, Part A Program, the LEA will:

1. Have on file a local written plan which meets all requirements in section 3116.
2. Comply with parental notification requirements specified in section 3302 of the statute prior to, and throughout, each school year.
3. Assess annually, with the state approved English language proficiency assessment, the English proficiency of all children with limited English proficiency participating in programs funded under Title III.
4. Base the proposed plan on scientifically based research on teaching limited English proficient (LEP) children.
5. Ensure that programs will enable children to speak, read, write, listen and comprehend the English language and meet challenging State academic content and student academic achievement standards.
6. Ensure the LEA is not in violation of any State law, including State constitutional law, regarding the education of LEP children.
7. Consult with teachers, researchers, school administrators, and parents, and, if appropriate, with education-related community groups and non-profit organizations, and institutions of higher education in developing the plan.
8. Certify that all teachers in any language instruction educational program for LEP children that is, or will be, funded under Title III are fluent in English, including having written and oral communication skills.
9. Assess and place students who qualify for LEP services in a program within 30 days of school.
10. Notify parents of LEP students of placement within two weeks of assessment.

G. TITLE IV, PART A – Safe and Drug-Free Schools and Communities

The LEA hereby assures the SEA that, if participating in the Title IV, Part A Program, the LEA will:

1. Develop its application through timely and meaningful consultation with state and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
2. Consult with such representatives and organizations on an ongoing basis in order to seek advice regarding how best to coordinate such agency's activities under this subpart, with other related strategies, programs, and activities being conducted in the community.

3. Ensure that the activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.
4. Ensure that drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
5. Have a plan for keeping schools safe and drug-free that includes:
 - a. Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students;
 - b. Security procedures at school and while students are on the way to and from school;
 - c. Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments;
 - d. A crisis management plan for responding to violent or traumatic incidents on school grounds; and
 - e. A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - allows a teacher to communicate effectively with all students in the class;
 - allows all students in the class to learn;
 - has consequences that are fair, and developmentally appropriate;
 - considers the student and the circumstances of the situation; and
 - is enforced accordingly.
6. Ensure that the application and any waiver request under section 4115(a)(3) will be available for public review after submission of the application.
7. Ensure that schools randomly selected will participate in the Youth Risk Behavior Survey or a similar evaluation instrument.
8. Comply with sections of Tennessee Code Annotated 49-6-4301, requiring referral to the criminal justice system or juvenile delinquency system of any student who brings a firearm or weapon to a school served by the LEA.
9. Comply with sections of Tennessee Code Annotated 49-6-4012 – 4015, 49-6-4017, and 49-6-4215 and the Federal law regarding expulsion of student possessing a firearm, which requires not less than a one year expulsion, as defined in Title 20, Chapter 70, Subchapter IV, Part A, Subpart 3, Sec. 7151, United States Code. Further the LEA will provide accurate descriptions to the SEA on an annual basis of the circumstances involving any expulsions imposed, including the name of the school concerned, the number of students expelled from such school, and the type of weapons involved.
10. Implement the Tennessee State Board of Education's Unsafe School Choice Policy and insure that all staff, parents and students are aware of their rights and responsibilities under the same.
11. Comply with the federal Pro-Children Act of 2001 regarding the prohibition of smoking within any indoor school facility and T.C.A. 39-17-1604, regarding smoking on school campus.

H. TITLE VI, PART B, SUBPART 2 - Rural, Low Income Schools Program

The LEA hereby assures the SEA that, if participating in the Title VI, Part B, Subpart 2 Program, the LEA will:

1. The LEA will use program funds to conduct the following activities:
 - a. Teacher recruitment and retention, including the use of signing bonuses and other financial incentives;
 - b. Teacher professional development, including programs that train teachers to use technology to improve teaching and that train teachers of students with special needs;
 - c. Support for educational technology, including software and hardware, that meets the requirements of ESEA, Title II, Part D (Enhancing Education Through Technology; # 84.318);
 - d. Parental involvement activities;
 - e. Activities authorized under the Safe and Drug-Free Schools and Communities: State Grants program (ESEA, Title IV, Part A, Subpart 1; # 84.186A);
 - f. Activities authorized under ESEA, Title I, Part A (Improving Basic Programs Operated by LEAs; # 84.010); or
 - g. Activities authorized under ESEA, Title III (Language Instruction for Limited English Proficient and Immigrant Students).
2. Each local educational agency shall administer an assessment that is consistent with section 1111(b)(3).
3. If the LEA fails to meet the State's definition of AYP after three years, it may continue to receive RLIS funds but only if the LEA agrees to use the funds to carry out the requirements of section 1116 of the ESEA.

J. TITLE X, PART C - McKinney-Vento Homeless Assistance**The LEA hereby assures the SEA that, if participating in the Title X, Part C Program, the LEA will:**

1. Operate the project in compliance with Title X, Part C, of the *McKinney-Vento Homeless Assistance Act of 1990*, as amended by the No Child Left Behind Act of 2001, and in accordance with the statutes, regulations, policies, and other administrative rules promulgated by and required of the Tennessee Department of Education.
2. Keep such records and provide such information to the SEA as may be required for fiscal audit and program evaluation.
3. Prepare and submit to the Tennessee Department of Education reports and data as might be required.
4. Designate a homeless liaison to ensure that homeless children and youth enroll and succeed in school; and homeless families, children, and youth receive educational services for which such families, children, and youth are eligible, including Head Start and Even Start programs and preschool programs administered by the local education agency, and referrals to health care services, dental services, mental health services, and other appropriate services.
5. Adopt policies and practices to ensure that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, at the request of the liaison), to and from the school of origin.
6. Review and revise any policies that may act as barriers to the enrollment of homeless children and youth in school.
7. Provide the Tennessee Department of Education (TDOE) with a description of policies and procedures consistent with section 722 (e) (3), and will ensure that activities will not isolate or stigmatize homeless children and youth.
8. Coordinate with state and local housing agencies responsible for developing the comprehensive housing affordability strategy described in section 10~ of the Cranston-Gonzalez National Affordable Housing Act to minimize educational disruption for children who become homeless.
9. Use these funds to come into compliance with paragraphs (3) through (7) of section 722(g) of the *McKinney-Vento Act*.

K. ALL ESEA PROGRAMS included in this application**The LEA hereby assures the SEA that the LEA will:**

1. Use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that agency under each program.
2. Keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.
3. Ensure all salaries are paid from project funds according to LEA rates. State/CONUS travel rates are to be used for project travel expenses. Adequate travel logs, as well as other necessary information, will be maintained to support expenditures.
4. Charge amounts for personnel services that are based on payrolls documented and approved in accordance with the generally accepted practice of the LEA. Payrolls will be supported by time and attendance or equivalent records for individual employees. Salaries and wages of employees chargeable to more than one grant program or cost objective, if applicable, will be supported by appropriate time distribution records.
5. Use these funds to supplement the funds that would, in the absence of such Federal funds, be made available from non-Federal sources and not supplant such funds.
6. Maintain control of program funds provided to the LEA and title to property acquired with those funds.
7. Recognize that SEA approval of an application does not relieve the LEA of its responsibility to comply with all applicable requirements.
8. Comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-352) and in accordance with Title VI of that Act, no person in the United States shall, on the ground of race, color or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives Federal financial assistance and will immediately take any measures to effectuate this agreement.
9. Comply with Title VII of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1978; Certifications regarding Lobbying, Debarment and Other Responsibility Matters, and Drug-Free Workplace Requirements; and Certification regarding Disclosure of Lobbying Activities.
10. Maintain fiscal effort in accordance with section 9521, which states, "The combined fiscal effort per student or the aggregate expenditures of the agency with respect to the provision of free public education by the agency for the preceding fiscal year was not less than 90 percent of the combined fiscal effort or aggregate expenditures for the second preceding fiscal year."
11. Comply with section 9501 regarding participation by private school children and teachers.

J. NCLB GOALS AND INDICATORS for LEAs

The LEA hereby assures the SEA that the LEA will adopt the following ESEA Goals and Indicators:

PERFORMANCE GOAL 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

1.1. Performance Indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)

1.2. Performance Indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)

1.3. Performance Indicator: The percentage of Title I schools that make adequate yearly progress.

PERFORMANCE GOAL 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

2.1. Performance Indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.

2.2. Performance Indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

2.3. Performance Indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

PERFORMANCE GOAL 3: By 2005-2006, all students will be taught by highly qualified teachers.

3.1. Performance Indicator: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).

3.2. Performance Indicator: The percentage of teachers receiving high-quality professional development. (as the term, "professional development," is defined in section 9101 (34).)

3.3. Performance Indicator: The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

PERFORMANCE GOAL 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

4.1. Performance Indicator: The number of persistently dangerous schools, as defined by the State.

PERFORMANCE GOAL 5: All students will graduate from high school.

5.1. Performance Indicator: The percentage of students who graduate from high school each year with a regular diploma,
--disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;
--calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

5.2. Performance Indicator: The percentage of students who drop out of school,
--disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;
--calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

(Note: ESEA section 1907 requires States to report all LEA data regarding annual school dropout rates in the State disaggregated by race and ethnicity according to the procedures that conform with the National Center for Educational Statistics' (NCES) Common Core of Data. Consistent with this requirement, States must use NCES' definition of "high school dropout," i.e., a student in grades 9-12 who (a) was enrolled in the district at sometime during the previous school year; (b) was not enrolled at the beginning of the succeeding school year; (c) has not graduated or completed a program of studies by the maximum age established by the State; (d) has not transferred to another public school district or to a non-public school or to a State-approved educational program; and (e) has not left school because of death, illness, or school-approved absence.)

(Note: As it develops regulations or guidance for the Title I, Part A program, the Department will determine what, if any, modifications to Indicators 5.1 and 5.2 are needed to ensure conformance with Title I requirements.)

Educational Rights and Privacy for Parents and Students

The Board of Education will comply with all the privacy protections afforded parents and students under section 444 of the General Education Provisions Act (20 U.S.C. 1232g), as added by the Family Educational Rights and Privacy Act of 1974 (section 513 of Public Law 93-380; 88 Stat. 571).

Termination of Employment and Unpaid Leave

Upon termination, any leave balance paid to a federally funded employee above the amount of leave earned in the current project shall NOT be paid from Federal Funds. [OMB Circular A-87 (B) (11) (d) (3)]

**CERTIFICATION REGARDING CONSTITUTIONALLY PROTECTED PRAYER
IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS**

As a condition of receiving ESEA funds, certification is required by Section 9524 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the No Child Left Behind Act of 2001. Guidance issued February 7, 2003 by the U. S. Department of Education regarding this policy may be accessed on the web at www.ed.gov/inits/religionandschools/prayer_guidance.html.

The LEA certifies to the SEA that no policy prevents or otherwise denies participation in constitutionally protected prayer in public schools.

**CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY AND
VOLUNTARY EXCLUSION – LOWER TIER COVERED TRANSACTIONS**

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms “covered transaction,” “debarred,” “suspended,” “ineligible,” “lower tier covered transaction,” “principal,” “proposal,” and “voluntarily excluded,” as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective tier participant further agrees by submitting this proposal that it will include the clause titled “Certification Regarding Debarment,” without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows the certification is erroneous. Each participant may, but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

CERTIFICATION

The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective particular participant shall attach an explanation to this proposal.

EQUITY FOR STUDENTS, TEACHERS, AND OTHER PROGRAM BENEFICIARIES

Section 427 of the General Education Provision Act requires LEAs to describe in their applications the steps they propose to take in order to ensure access to education and promote educational excellence by:

- “(1) ensuring equal opportunities to participate for all eligible students, teachers, and other program beneficiaries in any project or activity carried out under an applicable program; and
(2) promoting the ability of such students, teachers, and beneficiaries to meet high standards.”

Therefore, the LEA will ensure equitable participation in all local-level programs by students, teachers, and other beneficiaries with special needs through the following activities:

- Ensuring that all training for teachers and others who will conduct parental involvement activities is accessible to all participants and includes strategies for increasing access to the school and its activities for all parents regardless of disability or language spoken.
- Including accessibility guidelines as part of the criteria for effective professional development activities provided throughout the LEA as well as by federal programs.
- Using the LEA computer network to disseminate information to all constituents.
- Providing technical assistance through on-site visits to verify that equitable practices are being followed by schools.
- Including written statements in communications that advertise LEA-level activities to ensure that all necessary accommodations are made for equitable participation by constituents.
- Maintaining special task forces to formulate policy for coordination of programs to ensure equitable access of all student populations, including disadvantaged students, students with disabilities, students with emerging English skills, migrant students, homeless, neglected, or delinquent students, and others.
- Implementing other activities as appropriate. (Specify) _____

When checked, LEA accepts the assurances stated on pages 24 through 32 as displayed in the FY11 Consolidated Application for Federal funds.