

Effective NCLB Applications: Connecting Needs, Activities, and Budget
Alaska Department of Education & Early Development
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Step 1: Determining District Needs

*Based on analysis of district data in the application and any other applicable district data, summarize the identified areas of need that the district will address using NCLB funding. The application will not likely include all the needs of the district – only those related to the NCLB goals on the back of this sheet. Be sure to be specific about the needs of all students, include disaggregated racial/ethnic groups, LEP students, migrant students, economically disadvantaged students, and students with disabilities. These needs can include areas of professional development, parent involvement, learning environments, etc. **Do not use this page to address the solutions to those needs.***

Step 2: Describing NCLB Program Activities

For each identified district need determined in Step 1, describe the activities that will be funded under NCLB in this application. All activities should address one or more of the NCLB performance goal(s) by indicating the number of the goal(s) in the first column. Provide details to clarify the activity (including # of students served, FTE for staff positions, etc.). Be sure to describe your district's schoolwide program(s) or targeted assistance program(s) including student selection criteria for I-A and I-C funded services. All activities must be listed that will use any NCLB program funds, including set-asides and administrative activities, and must meet the intent and purposes of the funds.

For each activity funded, an evaluation must be conducted to determine if the activity is achieving its purpose. Describe both the method of evaluation and the data collection. The evaluations may be used in the monitoring process to determine the activities effectiveness, particularly for some programs such as Title V - Innovative Programs. Also, for each activity, clearly indicate the budget amount(s) and funding source(s). If an activity is funded by more than one program, all sources should be listed separately.

Note: Total of all budget amounts should match the total NCLB allocation.

Step 3: Detailing NCLB Title Program Budgets

For each program used as a funding source, complete a budget narrative. The narrative should reflect the described activities and budget amounts. There should be correlation between the budget narratives and activities page. All NCLB activities funded should be reflected in the narratives and the narratives should include all the activities to be funded.

NCLB Performance Goals and Indicators

1. All students will reach high standards, at a minimum attaining proficiency or better in **reading/language arts and mathematics** by 2013-2014.
 - 1.1. 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, consistent with the State's annual measurable objectives.
 - 1.2. 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, consistent with the State's annual measurable objectives.
 - 1.3. The percentage of Title I schools that ***make Adequate Yearly Progress (AYP)***.
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. The percentage of children identified as limited English proficient, determined by cohort, who have attained English proficiency by the end of the school year.
 - 2.2. The percentage of limited English proficient students who are at or above the proficient level in **reading** on the State's assessment, as reported for performance indicator 1.1.
 - 2.3. 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.
3. By 2005-2006, all students will be taught by highly qualified teachers.
 - 3.1. The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the NCLB), in the aggregate and in "high-poverty" schools (in the top quartile of high-poverty schools, as the term is defined in section 1111(h)(1)(C)(viii) of the NCLB).
 - 3.2. The percentage of teachers receiving high-quality professional development (as the term, "professional development," is defined in section 9101 (34)).
 - 3.3. 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)).
4. All students will be educated in learning environments that are safe, drug free and conducive to learning.
 - 4.1. The number of persistently dangerous schools, as defined, by the State.
5. All students will graduate from high school.
 - 5.1. The percentage of students who **complete high school**, disaggregated by poverty, limited English proficient and migrant status, and major ethnic and racial group membership.
 - 5.2. The number of students who **drop out** of school after entering grades 7 through 12, disaggregated by the poverty, limited English proficient and migrant status, and major ethnic and racial group membership.