

Federal Program Intent and Purpose

Title I, Part A Improving Basic Programs

- Title I, Part A, provides supplemental resources to Districts to help schools with high concentrations of students from low-socio economic families provide high-quality education programs that will enable all children to meet the state student performance standards. The intended program beneficiaries are students who experience difficulties mastering the state academic achievement standards.

Title I, Part C Migrant Education

- Title I, Part C Migrant Education program is to provide programs and services that promote academic excellence and equity for the migrant students. To achieve this goal, the Migrant Program strives to design programs that build upon student strengths, eliminate barriers, provide continuity of education, and increase the level of performance of migrant students. Parent Involvement is viewed as an essential part of the educational process, and home-school-community partnerships provide the support necessary to improve student achievement.

Title II, Part A Teacher and Principal Training and Recruiting

- Title II, Part A, is to increase student achievement through improving teacher and principal quality and increasing the number of highly qualified teachers in classrooms and highly qualified principals and assistant principals in schools. Title II concentrates on Recruiting, hiring, and retention of highly qualified personnel. Professional Development to improve the quality of Teacher and Para-professional workforce. Provide staff to for Class Size reduction when needed.

Title III - LEP

Language Instruction for Limited English Proficient and Immigrant Students

- Title III - LEP provides supplemental resources to districts to help ensure that children who are limited English proficient (LEP) attain English proficiency at high levels in core academic subjects and can meet state mandated achievement performance standards. All services are supplemental to the state required bilingual requirements.