

**EXAMPLES OF SATISFYING ``INTENT AND PURPOSES''
IN A CONSOLIDATED SCHOOLWIDE PROGRAM**

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Consistent with section 1114 of Title I, a school that consolidates and uses, in a schoolwide program, funds from any other Federal program administered by the Secretary, except Reading First, is not required to meet most statutory or regulatory requirements of the program applicable at the school level, but must meet the intent and purposes of that program to ensure that the needs of the intended beneficiaries are met. Such a school must be able to demonstrate that its schoolwide program contains sufficient resources and activities to reasonably address the intent and purposes of included programs, particularly as they relate to the lowest-performing students.

The school is not required to maintain separate fiscal accounting records, by program, that identify the specific activities supported by those particular program funds. It must, however, maintain records that demonstrate that the schoolwide program as a whole addresses the intent and purposes of each of the Federal education programs whose funds were consolidated to support it.

A school operating a schoolwide program must identify in its schoolwide plan the programs that have been consolidated and address how it intends to meet the intent and purposes of those programs.

The following examples illustrate how a schoolwide program can meet the intent and purposes of specific Federal education programs. An LEA should make similar determinations for all other programs it combines.

Title I, Part D, Subpart 2--Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

The intent and purposes of this program are to support the operation of LEA programs that involve collaboration with locally operated correctional facilities to —

- (1) carry out high-quality education programs to prepare children and youth for secondary school completion, training, employment, or further education;
- (2) provide activities to facilitate the transition of such students and youth from the correctional program to further education or employment; and
- (3) operate programs in local schools for children and youth returning from correctional facilities and programs that may serve at-risk children and youth.

A schoolwide program school may demonstrate that it meets the intent and purposes of this program if its comprehensive schoolwide plan addresses the need to improve educational services and opportunities for the achievement of neglected or delinquent children, by, for example, providing transitional programming for students returning from institutionalization to further schooling or by creating other support systems to prevent these students from dropping out of school.

Title II, Part A—Preparing, Training, and Recruiting High Quality Teachers and Principals

The intent and purposes of this program are to increase student academic achievement through strategies such as —

- (1) improving teacher and principal quality;
- (2) increasing the number of highly qualified teachers, principals and assistant principals in schools; and

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- (3) holding LEAs and schools accountable for improvements in student academic achievement.

A schoolwide program may demonstrate that it meets the intent and purposes of this program if the school's comprehensive plan contains activities and strategies that promote increased student achievement such as helping teachers and the principal or principals become more highly qualified through high-quality professional development, increasing the number of highly qualified teachers in the school through recruitment initiatives, and implementing initiatives designed to promote the retention of highly qualified teachers such as teacher mentoring and support or other incentives.

Title III, Part A, Subpart 1--English Language Acquisition and Language Enhancement and Academic Achievement

The intent and purposes of this program are to help ensure that children with limited English proficiency—

- (1) become proficient in English;
- (2) develop high academic attainment in English; and
- (3) meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet.
- (4) Also, to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency; and
- (5) to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

A schoolwide program may demonstrate that it meets these intents and purposes if it incorporates strategies that provide high-quality instruction for students with limited English proficiency in English in the core academic subjects that are designed to assist these students in attaining the same high academic content and achievement standards that all children are expected to meet. In addition, to meet the intents and purposes of this program, a schoolwide school must support the participation of the parents of limited English proficient students in English language instruction programs through the parent involvement component of the schoolwide program.

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