

# The No Child Left Behind Act (NCLB)

The No Child Left Behind Act of 2001 was passed by Congress with overwhelming bipartisan support. In speaking of this sweeping overhaul of the federal education efforts, President Bush said, "These reforms express my deep belief in our public schools and their mission to build the mind and character of every child, from every background, in every part of America."

## NCLB Themes

Focus on What Works

Increase Accountability for Student Performance

Reduce Bureaucracy and Increase Flexibility

Empower Parents

### REQUIREMENTS FOR FEDERAL FUNDING HOW FLORIDA MATCHES UP

*Increased funding was appropriated by Congress to implement this law. Funds were disbursed to the states based upon strict criteria as reflected in the state's comprehensive plan. Below are some of the essential requirements for funding and how Florida demonstrated each requirement.*

Federal Funding Requirement	Florida's Comprehensive Plan Component(s)*
Challenging Academic Student Standards	Sunshine State Standards and Grade Level Expectations
Yearly Student Academic Assessments in Mathematics and Reading/Language Arts (Subsequently Science)	Florida Comprehensive Assessment Test (FCAT) Grades 3-10 Mathematics and Reading
Teacher Quality	Content-based Certification System Florida Teacher Certification Examinations (FTCE)
Single, Statewide Accountability System	Florida School Accountability System Florida School Recognition Program Assistance Plus!
Student Reporting System	Florida School Accountability Report Florida School Indicators Report

*\*These serve as the foundations for NCLB requirements.*

### MAJOR COMPONENTS OF NCLB FUNDING FLORIDA'S BREAKDOWN & FLEX OPTIONS

*Based upon Florida's status in meeting each of the essential funding requirements, our state received from the federal government \$867,348,762 for fiscal year 2002-03.*

#### Major Components of NCLB

<b>Title I - Improving Academic Achievement Overall, But Especially for the Disadvantaged</b>	
Education of the Disadvantaged	\$522,364,373
Reading First	\$ 45,639,080
Even Start (Pre-K)	\$ 10,380,828
<b>Title II - Educator Quality</b>	\$129,044,058
<b>Title II - Technology</b>	\$ 28,312,771
<b>Title III - English Language Acquisition</b>	\$ 25,124,291
<b>Title IV - Safe &amp; Drug Free Schools</b>	\$ 23,707,108
<b>Title IV - 21<sup>st</sup> Century Community Learning Centers</b>	\$ 14,502,093
<b>Title V - Public Charter Schools</b>	\$ 25,564,000
Other	\$ 42,710,160

#### ...A Word About "State Flex"

*Florida has applied to be one of the seven states selected to be given increased flexibility in the utilization of federal funds. If chosen, Florida will be able to blend funding streams to promote increased student achievement and to close gaps among groups of students. **Basic requirements for accountability must still be met.***

## A Work in Progress...What's on Deck for Florida?

Continued efforts are essential and teams are working diligently to successfully implement each requirement of this Act.

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October 24, 2002  
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January 31, 2003 Phase II of the Consolidated State Application  
May 1, 2003 Phase III of the Consolidated State Application (Baseline Data Submission)  
May 31, 2003 Phase IV of the Consolidated State Application  
September 1, 2003 Data Submission

# MAJOR COMPONENTS OF NCLB

## Title I – Improving Academic Achievement Overall, But Especially for the Disadvantaged

- Education \$522,364,373
- Reading First 45,639,080
- Even Start (Pre-K) 10,380,828

All children must have the opportunity to obtain a high-quality education and reach proficiency on challenging state academic standards and assessments. This is especially important for children who are educationally disadvantaged or who live in areas of high poverty. These funds address the needs of such students.

## Title II – Educator Quality \$129,044,058

Research shows that teacher quality is directly correlated with student academic achievement. These funds help to prepare, train and recruit high quality teachers and principals.

## Title II – Technology \$ 28,312,771

The Enhancing Education Through Technology program provides funds for innovative initiatives to support the integration of education technology into classrooms to improve teaching and learning. Activities include professional development in technology integration and the use of the Internet; distance learning initiatives; acquiring education technology; and using technology to enhance parental involvement.

## Title III – English Language Acquisition \$ 25,124,291

The English Language Acquisition, Language Enhancement and Academic Achievement program provides funds for helping limited English proficient (LEP) and immigrant children attain English proficiency and meet the same challenging state academic standards as all children are expected to meet.

## Title IV – Safe & Drug Free Schools \$ 23,707,108

The Safe and Drug Free Schools and Communities Act supports programs that foster a safe and drug-free learning environment.

This program provides before- and after-school (including summer) services to children and their families that include academic enrichment activities, particularly for students who attend low-performing schools, to help them meet state and local student performance standards in core academic subjects.

## Title V – Public Charter Schools \$ 25,564,000

Public Charter School Program funding is a competitive grant process for both states and individual charter schools. Grants are available for planning, program design, implementation, or disseminating information.

## Other – \$ 42,710,160

Funds are provided for rural and low income school programs, state assessments, and innovative educational strategies, among others.

## **NO CHILD LEFT BEHIND ACT**

### **Federal and State Alignment**

The goals of the No Child Left Behind Act are consistent with Florida's A+ Plan for Education and with the Strategic Plan of the Florida Board of Education. As expected, they emphasize Strategic Imperative #3: Increasing Rates of Learning and Completion at All Levels, particularly for low income and minority students.

#### **TITLE I – IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED**

##### **SEC. 1001. STATEMENT OF PURPOSE.**

The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at the minimum, proficiency on challenging State academic achievement standards and state academic assessments. This purpose can be accomplished by---

(1) ensuring that high quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging State academic standards so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement;

***Strategic Imperatives 1, 2, 3, 4, & 5***

(2) meeting the educational needs of low-achieving children in our Nation's highest-poverty schools, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance;

***Strategic Imperative 3***

(3) closing the achievement gap between high- and low-performing children, especially the achievement gaps between minority and nonminority students, and between disadvantaged children and their more advantaged peers;

***Strategic Imperative 3***

(4) holding schools, local educational agencies, and States accountable for improving the academic achievement of all students, and identifying and turning around low-performing schools that have failed to provide a high-quality education to their students, while providing alternatives to students in such schools to enable the students to receive a high-quality education;

***Strategic Imperative 3***

(5) distributing and targeting resources sufficiently to make a difference to local educational agencies and schools where needs are greatest;

***Strategic Imperative 7***

(6) improving and strengthening accountability, teaching, and learning by using State assessment systems designed to ensure that students are meeting challenging State academic achievement and content standards and increasing achievement overall, but especially for the disadvantaged;

***Strategic Imperative 3***

(7) providing greater decisionmaking authority and flexibility to schools and teachers in exchange for greater responsibility for student performance;

***Strategic Imperative 7***

(8) providing children an enriched and accelerated educational program, including the use of schoolwide programs or additional services that increase the amount and quality of instructional time;

***Strategic Imperative 3***

(9) promoting schoolwide reform and ensuring the access of children to effective, scientifically based instructional strategies and challenging academic content;

***Strategic Imperative 3***

(10) significantly elevating the quality of instruction by providing staff in participating schools with substantial opportunities for professional development;

***Strategic Imperatives 1 and 4***

(11) coordinating services under all parts of this title with each other, with other educational services, and, to the extent feasible, with other agencies providing services to youth, children, and families; and

***Strategic Imperative 7***

(12) affording parents substantial and meaningful opportunities to participate in the education of their children.

***Strategic Imperative 3***

# NO CHILD LEFT BEHIND ACT (NCLB)

## FLORIDA IMPLEMENTATION

*As expected, a change in federal statute of this magnitude requires great effort. Successful implementation is contingent upon the contributions of many people, especially those with K-12 education programmatic and fiscal responsibilities within schools, districts, and the Department of Education. Comparative analyses and detailed plans must be developed, articulated, and implemented for each section of this 1200-page law.*

### Primary Activities Conducted to Date to Address NCLB Issues:

- Designated a Collaborative Leadership Team comprised of key policy influencers from the Offices of the Governor, the Commissioner of Education, and the Secretary of Education to address major policy issues
- Provided the expertise of the Secretary and the Commissioner to Secretary Paige to serve on various national forums
- Provided representatives to the United States Department of Education (USDE) on national panels, including Negotiated Rulemaking, assessment sessions, data and reporting committees, etc.
- Participated in numerous training programs designed to provide direction to the State
- Convened a Consolidated State Application committee to create and submit the required state application
- Established a Just Read, Florida! office that reports directly to the Secretary
- Created numerous ad hoc committees to manage key sections of the law
- Designed and implemented the Assistance Plus Program
- Researched what other states, especially larger states, are proposing in response to the various requirements of the law
- Made formal presentations to a number of stakeholder groups and organizations

### Samples of Additional Activities Conducted to Date:

- Conducted regional meetings for all Title I/Migrant Coordinators, school administrators and others to present all the new requirements of the law
- Maintained electronic communication (via list-serv) with Title I/Migrant Coordinators to provide updates received from the USDE to keep district personnel informed
- Participated in four audit visits conducted by the USDE in their effort to ascertain appropriate implementation of the law through the field testing of new USDE instruments
- Established a Migrant Education Advisory Board and conducted two meetings to present requirements of the law and solicit input on implementation and development of the required needs assessment
- Created the Title I Committee of Practitioners and conducted two meetings on the development of the State Educational Agency (SEA) and Local Educational Agency (LEA) plans
- Conducted additional meetings of the Florida Migrant Parent Advisory Council (PAC) to ensure that parents and community leaders were aware of the new requirements of the law, specifically ensuring that they were allowed an opportunity to provide input on the development of the Needs Assessment and Service Delivery Plan for migratory students

- Developed an Invitation to Negotiate for the development of a migrant student tracking system to ensure that migrant student records are immediately accessible as students transfer from one school to another. This system must allow for the interstate and intrastate exchange of student records. The U.S. Secretary of Education must be prepared to report to Congress the status of every state in April 2003.
- Developed the Needs Assessment and Service Delivery Plan for migratory students' educational and supplementary needs
- Conducted a pre-conference session prior to the National Title I Conference to begin framing the questions, goals and desired outcomes of the conference
- Addressed dissemination of data that must be disaggregated for NCLB. Data must be disaggregated by race/ethnicity, socio-economic status, limited English proficient (LEP) students, and students with disabilities
- Developed procedures to assist districts in the development of LEA plans to ensure incorporation of the new requirements of the law
- Developed the procedure for distribution of Title I School Improvement funds, in collaboration with the offices of Grants Management and School Improvement
- Distributed more than a thousand complete texts of the *No Child Left Behind Act* via hard copy and CD-ROM
- Disseminated over 400 copies of the condensed version of the Title I section of NCLB, which was produced by George Washington University
- Issued and processed 187 Title I Project Applications
- Conducted regional Title III (language instruction for LEP and immigrant students) meetings of all district coordinators and presented the new requirements of the law
- Allocated the Title III Immigrant and LEP student formula grant
- Issued Title III Request for Applications and have received and reviewed 34 grant applications
- Developed the Consolidated State Application, ensuring the inclusion of required professional development in the area of language instruction
- Developed *Language Arts Through English for Speakers of Other Languages (ESOL)* materials and provided training on implementation
- Developed school district procedures for revising LEP plans to ensure implementation of the new Title III requirements
- Revised on-site monitoring work papers to incorporate changes in the law
- Conducted literature review of "persistently dangerous schools" and "safe school indicators"
- Created reports on 2000-01 Florida Department of Education School Environmental Safety Incident Reporting (SESIR) and discipline data
- Conducted two regional workshops to update Safe and Drug Free Schools Coordinators on NCLB requirements and to prepare them to write their entitlement applications, providing a copy of the actual law and other supporting materials (Panama City March 18-20, and Orlando April 10-12, 2002)