

# APPENDIX 14

**Appendix 14**  
**Definitions**  
**Title IX, Part A (unless otherwise specified)**

<b>Administration</b>	<p>Administrative costs include both direct administrative costs and indirect costs. Indirect administrative costs include costs associated with human resources, budgeting, accounting, purchasing, and other fiscal activities such as auditing. Salaries and benefits of staff that supervise program staff are part of the LEA's direct administrative costs.</p> <p>34 CFR 80.3 states: administrative requirements mean those matters common to grants in general, such as financial management, kinds and frequency of reports, and retention of records. These are distinguished from programmatic requirements, which concern matters that can be treated only on a program-by-program or grant-by-grant basis, such as kinds of activities that can be supported by grants under a particular program.</p> <p>Administration is administering programs and activities designed to enhance the effective and coordinated use of program funds such as—</p> <ul style="list-style-type: none"> <li>• Coordination of programs with other federal and non-federal programs;</li> <li>• Administration of programs;</li> <li>• Dissemination of information regarding model programs and practices;</li> <li>• Technical assistance; and</li> <li>• Training personnel engaged in audit and other monitoring activities.</li> </ul> <p>[Title IX, Part B, Section 9201]</p>
<b>Adult Correctional Institution</b>	<p>A facility in which persons (including persons under 21 years of age) are confined as a result of a conviction for a criminal offense. [as defined by Title I, Part D, Section 1432 (1)]</p>
<b>Beginning Teacher</b>	<p>A teacher in a public school who has been teaching less than a total of three complete school years.</p>
<b>Controlled Substance</b>	<p>A drug or other substance identified under Schedule I, II, III, IV, or V in section 202(c) of the Controlled Substances Act [21 U.S.C. 812(c)]. [as defined by Title IV, Part A, Subpart 4, Section 4151 (1)]</p>
<b>Core Academic Subjects</b>	<p>English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.</p>
<b>Covered Program</b>	<p>Each of the programs authorized by—</p> <ol style="list-style-type: none"> <li>1) Title I, Part A—Improving Basic Programs Operated by Local Educational Agencies;</li> <li>2) Title I, Part B, Subpart 3—William F. Goodling Even Start Family Literacy Programs;</li> <li>3) Title I, Part C—Education of Migratory Children;</li> <li>4) Title I, Part D—Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk;</li> <li>5) Title I, Part F—Comprehensive School Reform;</li> <li>6) Title II, Part A—Teacher and Principal Training and Recruiting Fund;</li> <li>7) Title II, Part D—Enhancing Education Through Technology;</li> <li>8) Title III, Part A—English Language Acquisition, Language Enhancement, and Academic Achievement Act;</li> <li>9) Title IV, Part A—Safe and Drug-Free Schools and Communities;</li> <li>10) Title IV, Part B—21<sup>st</sup> Century Community Learning Centers;</li> <li>11) Title V, Part A—Innovative Programs; and</li> <li>12) Title VI, Part B, Subpart 2—Rural and Low-Income School Program.</li> </ol>

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Distance Learning	The transmission of educational or instructional programming to geographically dispersed individuals and groups via telecommunications.
Drug	Includes controlled substances; the illegal use of alcohol and tobacco; and the harmful, abusive, or addictive use of substances, including inhalants and anabolic steroids.
Drug and Violence Prevention	<ul style="list-style-type: none"> <li>• With respect to drugs, prevention, early intervention, rehabilitation referral, or education related to the illegal use of drugs;</li> <li>• With respect to violence, the promotion of school safety, such that students and school personnel are free from violent and disruptive acts, including sexual harassment and abuse, and victimization associated with prejudice and intolerance, on school premises, going to and from school, and at school-sponsored activities, through the creation and maintenance of a school environment that is free of weapons and fosters individual responsibility and respect for the rights of others.</li> </ul>
Elementary School	A nonprofit institutional day or residential school, including a public elementary charter school, that provides elementary education, as determined under state law.
Exemplary Teacher	<p>A teacher who—</p> <ul style="list-style-type: none"> <li>• is a highly qualified teacher such as a master teacher;</li> <li>• has been teaching for at least five years in a public or private school or institution of higher education;</li> <li>• is recommended to be an exemplary teacher by administrators and other teachers who are knowledgeable about the individual's performance;</li> <li>• is currently teaching and based in a public school; and</li> <li>• assists other teachers in improving instructional strategies, improves the skills of other teachers, performs teacher mentoring, develops curricula, and offers other professional development.</li> </ul>
Family Education Program	<p>A language instruction educational program or special alternative instruction program that—</p> <ul style="list-style-type: none"> <li>• is designed—               <ol style="list-style-type: none"> <li>a. to help limited English proficient adults and out-of-school youths achieve English proficiency; and</li> <li>b. to provide instruction on how parents and family members can facilitate the educational achievement of their children;</li> </ol> </li> <li>• when feasible, uses instructional programs based on models developed under the Even Start Family Literacy Programs, which promote adult literacy and train parents to support the educational growth of their children, the Parents as Teachers Program, and the Home Instruction Program for Preschool Youngsters; and</li> <li>• gives preference to participation by parents and immediate family members of children attending school. [as defined by Title III, Part C, Section 3301 (5)]</li> </ul>

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<b>Family Literacy Services</b>	<p>Services provided to participants on a voluntary basis that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate all of the following activities—</p> <ul style="list-style-type: none"><li>• Interactive literacy activities between parents and their children.</li><li>• Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children.</li><li>• Parent literacy training that leads to economic self-sufficiency.</li><li>• An age-appropriate education to prepare children for success in school and life experiences.</li></ul>
<b>Hate Crime</b>	<p>A crime as described in section 1(b) of the Hate Crimes Statistics Act of 1990. [as defined by Title IV, Part A, Subpart 4, Section 4151 (4)]</p>
<b>Highly Qualified</b>	<p>A. When used with respect to any public elementary school or secondary school teacher teaching in a state, means that—</p> <ul style="list-style-type: none"><li>• the teacher has obtained full state certification as a teacher (including certification obtained through alternative routes to certification) or passed the state teacher licensing examination, and holds a license to teach in such state, except that when used with respect to any teacher teaching in a public charter school, the term means that the teacher meets the requirements set forth in the state's public charter school law; and</li><li>• the teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis;</li></ul> <p>B. When used with respect to—</p> <ul style="list-style-type: none"><li>• an elementary school teacher who is new to the profession, means that the teacher—<ol style="list-style-type: none"><li>a. holds at least a bachelor's degree; and</li><li>b. has demonstrated, by passing a rigorous state test, subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum (which may consist of passing a state required certification or licensing test or tests in reading, writing, mathematics, and other areas of the basic elementary school curriculum); or</li></ol></li><li>• a middle or secondary school teacher who is new to the profession, means that the teacher holds at least a bachelor's degree and has demonstrated a high level of competency in each of the academic subjects in which the teacher teaches by—<ol style="list-style-type: none"><li>a. passing a rigorous state academic subject test in each of the academic subjects in which the teacher teaches (which may consist of a passing level of performance on a state required certification or licensing test or tests in each of the academic subjects in which the teacher teaches); or</li><li>b. successful completion, in each of the academic subjects in which the teacher teaches, of an academic major, a graduate degree, coursework equivalent to an undergraduate academic major, or advanced certification or credentialing; and</li></ol></li></ul>

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Highly Qualified (continued)	<p>C. When used with respect to an elementary, middle, or secondary school teacher who is not new to the profession, means that the teacher holds at least a bachelor's degree and—</p> <ul style="list-style-type: none"> <li>• has met the applicable standard in paragraph B, which includes an option for a test; or</li> <li>• demonstrates competence in all the academic subjects in which the teacher teaches based on a high objective uniform State standard of evaluation that—             <ol style="list-style-type: none"> <li>a. is set by the state for both grade appropriate academic subject matter knowledge and teaching skills;</li> <li>b. is aligned with challenging State academic content and student academic achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators;</li> <li>c. provides objective, coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches;</li> <li>d. is applied uniformly to all teachers in the same academic subject and the same grade level throughout the State;</li> <li>e. takes into consideration, but not be based primarily on, the time the teacher has been teaching in the academic subject;</li> <li>f. is made available to the public upon request; and</li> <li>g. may involve multiple, objective measures of teacher competency.</li> </ol> </li> </ul>
Highly Qualified Paraprofessional	<p>A paraprofessional who has not less than two years of—</p> <ul style="list-style-type: none"> <li>• experience in a classroom; and</li> <li>• postsecondary education or demonstrated competence in a field or academic subject for which there is a significant shortage of qualified teachers. [as defined by Title II, Part A, Section 2102 (4)]</li> </ul>
Historically Underserved Population	<p>Students such as students from low-income families, limited English proficient students, students with disabilities, or students who have low literacy skills. [as defined by Title V, Part D, Section 5474]</p>
Homeless Children and Youth	<p>Individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1); and includes—</p> <ul style="list-style-type: none"> <li>• children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;</li> <li>• children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings [within the meaning of section 103(a)(s)(C)];</li> <li>• children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and</li> <li>• migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless because the children are living in circumstances as previously described. [as defined by Title X, Part C]</li> </ul>
Immigrant Children and Youth	<p>Individuals who—</p> <ul style="list-style-type: none"> <li>• are aged 3 through 21;</li> <li>• were not born in any State; and</li> <li>• have not been attending one or more schools in any one or more States for more than three full academic years. [as defined by Title III, Part C]</li> </ul>

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<p><b>Institution for Neglected or Delinquent Children and Youth</b></p>	<ul style="list-style-type: none"> <li>• A public or private residential facility, other than a foster home, that is operated for the care of children who have been committed to the institution or voluntarily placed in the institution under applicable State law, due to abandonment, neglect, or death of their parents or guardians; or</li> <li>• A public or private residential facility for the care of children who have been adjudicated to be delinquent or in need of supervision. [as defined by Title I, Part D]</li> </ul>
<p><b>Instructional Staff</b></p>	<p>Individuals who have responsibility for teaching children to read; and includes principals, teachers, supervisors of instruction, librarians, library school media specialists, teachers of academic subjects other than reading, and other individuals who have responsibility for assisting children to learn to read. [as defined by Title I, Part B]</p>
<p><b>Language Instruction Educational Program</b></p>	<p>An instruction course—</p> <ul style="list-style-type: none"> <li>• in which a limited English proficient child is placed for the purpose of developing and attaining English proficiency, while meeting challenging State academic content and student academic achievement standards, as required by section 1111(b)(1); and</li> <li>• that may make instructional use of both English and a child’s native language to enable the child to develop and attain English proficiency, and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English as a second language. [as defined by Title III, Part C]</li> </ul>
<p><b>Limited English Proficient</b></p>	<p>When used with respect to an individual, means an individual who—</p> <ul style="list-style-type: none"> <li>• is aged 3 through 21;</li> <li>• is enrolled or preparing to enroll in an elementary school or secondary school;</li> <li>• was not born in the United States or whose native language is a language other than English;</li> <li>• is a Native American or Alaska Native, or a native resident of the outlying areas; and</li> <li>• comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or</li> <li>• is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and</li> <li>• has difficulty in speaking, reading, writing, or understanding the English language, and this difficulty may be sufficient to deny the individual—             <ol style="list-style-type: none"> <li>a. the ability to meet the State’s proficient level of achievement on State assessments described in section 1111(b)(2);</li> <li>b. the ability to successfully achieve in classrooms where the language of instruction is English; or</li> <li>c. the opportunity to participate fully in society.</li> </ol> </li> </ul>
<p><b>Mentoring</b></p>	<p>Except when used to refer to teacher mentoring, means a process by which a responsible adult, postsecondary student, or secondary school student works with a child to provide a positive role model for the child, to establish a supportive relationship with the child, and to provide the child with academic assistance and exposure to new experiences and examples of opportunity that enhance the ability of the child to become a responsible adult.</p>

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<b>Migratory Child</b>	<p>A child who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work—</p> <ul style="list-style-type: none"> <li>• has moved from one school district to another;</li> <li>• in a state that is comprised of a single school district, has moved from one administrative area to another within such district; or</li> <li>• resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. [as defined by Title I, Part C]</li> </ul>
<b>Nonprofit</b>	<p>As applied to an agency, organization, or institution means that it is owned and operated by one or more corporations or associations, whose net earnings cannot benefit, and cannot lawfully benefit any private shareholder or entity. [as defined by 34 CFR 77.1]</p>
<b>Other Staff</b>	<p>Pupil services personnel, librarians, career guidance and counseling personnel, education aides, and other instructional and administrative personnel.</p>
<b>Parental Involvement</b>	<p>The participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that—</p> <ul style="list-style-type: none"> <li>• parents play an integral role in assisting their child’s learning;</li> <li>• parents are encouraged to be actively involved in their child’s education at school;</li> <li>• parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and</li> <li>• other activities are carried out, such as those described in section 1118.</li> </ul>
<b>Principal</b>	<p>Includes an assistant principal. [as defined by Title II, Part A]</p>
<b>Professional Development</b>	<p>Includes activities that—</p> <ul style="list-style-type: none"> <li>• improve and increase teachers’ knowledge of the academic subjects the teachers teach and enable teachers to become highly qualified;</li> <li>• are an integral part of broad schoolwide and districtwide educational improvement plans;</li> <li>• give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards;</li> <li>• improve classroom management skills that are high quality, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher’s performance in the classroom; and are not one-day or short-term workshops or conferences;</li> <li>• support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;</li> </ul>

## Appendix 14—continued

### Professional Development (continued)

- advance teacher understanding of effective instructional strategies that are—
    - a. based on scientifically-based research; and
    - b. strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and
  - are aligned with and directly related to—
    - a. State academic content standards, student academic achievement standards, and assessments; and
    - b. the curricula and programs tied to the State academic content standards and student academic achievement standards;
  - are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under the No Child Left Behind Act;
  - are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;
  - to the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;
  - as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;
  - provide instruction in methods of teaching children with special needs;
  - include instruction in the use of data and assessments to inform and instruct classroom practice; and
  - include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and
- may include activities that—
- involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;
  - create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under Title I, Part A) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and
  - provide follow-up training to teachers who have participated in activities that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom.

### Pupil Services

Services provided by pupil services personnel.

### Pupil Services Personnel

School counselors, school social workers, school psychologists, and other qualified professional personnel involved in providing assessment, diagnosis, counseling, educational, therapeutic, and other necessary services (including related services as that term is defined in section 602 of the Individuals with Disabilities Education Act) as part of a comprehensive program to meet student needs.



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<b>Reading</b>	<p>A complex system of deriving meaning from print that requires all of the following—</p> <ul style="list-style-type: none"> <li>• Skills and knowledge to understand how phonemes, or speech sounds, are connected to print;</li> <li>• Ability to decode unfamiliar words;</li> <li>• Ability to read fluently;</li> <li>• Sufficient background information and vocabulary to foster reading comprehension;</li> <li>• Development of appropriate active strategies to construct meaning from print; and</li> <li>• Development and maintenance of a motivation to read. [as defined by Title I, Part B]</li> </ul>
<b>Risk Factor</b>	<p>Any one of a number of characteristics of the community, school, family, or peer-individual domains that are known, through prospective, longitudinal research efforts, to be predictive of alcohol, tobacco, and illegal drug use, as well as violent behavior, by youth in the school and community. [as defined by Title IV, Part A, Subpart 4]</p>
<b>School-Based Mental Health Services Provider</b>	<p>Includes a State licensed or State certified school counselor, school psychologist, school social worker, or other State licensed or certified mental health professional qualified under State law to provide such services to children and adolescents. [as defined by Title IV, Part A, Subpart 4]</p>
<b>School Personnel</b>	<p>Includes teachers, principals, administrators, counselors, social workers, psychologists, nurses, librarians, and other support staff who are employed by a school or who perform services for the school on a contractual basis. [as defined by Title IV, Part A, Subpart 4]</p>
<b>School Resource Officer</b>	<p>A career law enforcement officer, with sworn authority, deployed in community oriented policing, and assigned by the employing police department to a local educational agency to work in collaboration with schools and community based organizations to—</p> <ul style="list-style-type: none"> <li>• educate students in crime and illegal drug use prevention and safety;</li> <li>• develop or expand community justice initiatives for students; and</li> <li>• train students in conflict resolution, restorative justice, and crime and illegal drug use awareness. [as defined by Title IV, Part A, Subpart 4]</li> </ul>
<b>Scientifically Based Research</b>	<ul style="list-style-type: none"> <li>• Research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and</li> <li>• Includes research that—             <ol style="list-style-type: none"> <li>a. employs systematic, empirical methods that draw on observation or experiment;</li> <li>b. involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;</li> <li>c. relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;</li> <li>d. is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;</li> </ol> </li> </ul>

Appendix 14—continued

<p>Scientifically Based Research (continued)</p>	<ul style="list-style-type: none"> <li>e. ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and</li> <li>f. has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.</li> </ul>
<p>Scientifically Based Reading Research</p>	<ul style="list-style-type: none"> <li>• Research that applies rigorous, systematic, and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties; and</li> <li>• Includes research that—             <ul style="list-style-type: none"> <li>a. employs systematic, empirical methods that draw on observation or experiment;</li> <li>b. involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;</li> <li>c. relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and</li> <li>d. has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review. [as defined by Title I, Part B]</li> </ul> </li> </ul>
<p>Summer Workshop or Institute</p>	<p>A workshop or institute conducted during the summer that—</p> <ul style="list-style-type: none"> <li>• is conducted for a period of not less than two weeks;</li> <li>• includes, as a component, a program that provides direct interaction between students and faculty; and</li> <li>• provides for follow-up training during the academic year that is conducted in the classroom for a period of not less than three consecutive or nonconsecutive days, except that—             <ul style="list-style-type: none"> <li>a. if the workshop or institute is conducted during a two-week period, the follow-up training shall be conducted for a period of not less than four days; and</li> <li>b. if the follow-up training is for teachers in rural school districts, the follow-up training may be conducted through distance learning. [as defined by Title II, Part B]</li> </ul> </li> </ul>
<p>Teacher Mentoring</p>	<ul style="list-style-type: none"> <li>• Activities that consist of structured guidance and regular and ongoing support for teachers, especially beginning teachers, that—             <ul style="list-style-type: none"> <li>a. are designed to help the teachers continue to improve their practice of teaching and to develop their instructional skills; and</li> <li>b. as part of an ongoing developmental induction process, involve the assistance of an exemplary teacher and other appropriate individuals from a school, local educational agency, or institution of higher education; and may include coaching, classroom observation, team teaching, and reduced teaching loads; and</li> </ul> </li> <li>• may include the establishment of a partnership by a local educational agency with an institution of higher education, another local educational agency, a teacher organization, or another organization.</li> </ul>
<p>Technology</p>	<p>State-of-the-art technology products and services.</p>

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