

**Oklahoma State Department of Education
Office of Federal Programs**

Federal Programs Resource Toolkit

Revised August 2014

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TITLE I, PART A, SECTION HIGHLIGHTS

Section	Highlights
Section 1111 State Plans	1111(h)(2) Annual Local Educational Agency Report Cards
	1111(h)(6) Parents Right-To-Know
Section 1112 Local Educational Agency Plans	1112(c)(1) Title I, Part A Local Educational Agency Assurances
Section 1113 Eligible School Attendance Areas	1113(a)(3) Ranking Order
Section 1114 Schoolwide Programs	1114(a)(2) Identification of Students Not Required
	1114(b) Components of a Schoolwide Program
	1114(b)(2) Schoolwide Plan Development
Section 1115 Targeted Assistance Schools	1115(b) Eligible Children
	1115(c) Components of a Targeted Assistance School Program
Section 1116 Academic Assessment, and Local Educational Agency, and School Improvement	1116(b) School Improvement
	1116(b)(1)(E) Public School Choice
	1116(b)(3) School Improvement Plan
	1116(b)(6) Notice to Parents
	1116(b)(10) Funds for Transportation and Supplemental Educational Services
	1116(e) Supplemental Educational Services
Section 1117 School Support and Recognition	1117(a) System for Support (School Support Teams)
Section 1118 Parental Involvement	1118(a) Local Educational Agency Policy
	1118(b) School Parental Involvement Policy
	1118(c) Policy Involvement
	1118(d) Shared Responsibilities for High Student Academic Achievement (Parent-School Compact)
	1118(e) Building Capacity for Involvement (Policy Requirements)
Section 1119 Qualifications for Teachers and Paraprofessionals	1119(c)(1) New Paraprofessionals
	1119(g) Duties of Paraprofessionals
Section 1120 Participation of Children Enrolled in Private Schools	1120(b) Consultation
	1120(c) Allocation for Equitable Service to Private School Students
Section 1120A Fiscal Requirements	1120A(a) Maintenance of Effort
	1120A(b) Federal Funds to Supplement, Not Supplant, Non-Federal Funds
	1120A(c) Comparability of Services

PLANS

TARGETED ASSISTANCE PLAN

(All new Targeted Assistance Plans should be created using the Grants Management System)

Part I – Contact Information

County	Code	District	Code
Mailing Address			
City	State	Zip	
Name of Contact Person			Position
Email	Phone	Fax	
Name of Contact Person			Position
Email	Phone	Fax	

Part II - Assurance

<p>The Targeted Assistance Plan meets all criteria as referenced in the ESEA Section 1115 Guidance and the Targeted Assistance Plan Checklist provided by the Oklahoma State Department of Education.</p> <p>Parents and the community were informed of services provided by the Title I Targeted Assistance Program. Meeting date: _____</p> <p><input type="checkbox"/> Include a Copy of Meeting Agenda and/or Attendance Records.</p> <p>Faculty and staff were informed and are committed to the Title I Targeted Assistance Program. Meeting date: _____</p> <p><input type="checkbox"/> Include a Copy of Meeting Agenda and/or Attendance Records.</p>	
Signature of Superintendent	Date
Signature of Principal	Date

Part III – Components

Component 1: Targeted Assistance Program Planning Team

The planning team should represent all stakeholder groups who serve Title I students. The team should include school administrators, school staff, parents and other community members. Title I targeted assistance planning should be incorporated into existing school planning. Section 1115(c)(1)(B).

Section A – Core Planning Team

Name	Title	Stakeholder Group

Briefly describe the process used to develop the Targeted Assistance School Plan. Describe how planning team members were chosen and specific responsibilities of each. Explain how the plan was explained to the entire staff and shared with parents and the community.

Component 2: Title I Student Selection

According to ESEA Section 1115(b)(1)(B), eligible children in a targeted assistance site are identified as failing, or most at risk of failing on the basis of multiple, educationally related, objective criteria established by the local educational agency and supplemented by the school. However, children in Preschool through grade 2 can be selected solely on the basis of criteria such as teacher judgment, interviews with parents and developmentally appropriate measures.

Section A – Overview

Describe the process used to identify students for the targeted assistance program. Include information about the specific criteria used and the process used to prioritize the list.

Section B – Ongoing Process of Targeted Students

Describe the ongoing process of monitoring students including how new students are assessed and ranked and how students are monitored to exit the service.

Component 3: Reform Strategies

Reform strategies are effective methods and instructional strategies that are based on scientifically based research (SBR) and strengthen core academic programs. Strategies should provide extended learning opportunities and accelerated curriculum and minimize removing children from the regular classroom.

Section A - Scientifically Based Research (SBR)

Describe the SBR instructional strategies and programs that will be implemented in the targeted assistance program. Explain how these strategies and programs are supplemental to regular classroom instruction.

Section B – Extended Day/Extended Year

Describe the extended day/extended year programs that will be offered to students in the targeted assistance programs.

Section C – Special Populations

Explain how the schoolwide reform strategies will address the needs of students in the targeted assistance program, particularly the needs of low achieving students and historically underserved populations.

Component 4: Transition Strategies

Targeted assistance programs should coordinate with and support the regular education program, which may include services to assist in the transition from early childhood programs to elementary school or between other critical transition points to ensure a coherent and seamless education for the lowest achieving students.

Section A – Identifying Transition Points

Transition	Grade(s)/Program(s) Affected	Transition Strategies/Activities	Timeline

Section B – Overview

Describe how services provided by the targeted assistance program coordinate with the regular education program specifically addressing how students are supporting during transitions.

Component 5: Instruction by Highly Qualified Teachers

All teachers and paraprofessionals providing services in a Title I Targeted Assistance Program must be highly qualified. A highly qualified teacher (HQT) must hold a minimum of a bachelor’s degree; and obtained full Oklahoma certification or licensure; and has demonstrated competency in each of the academic subjects in which the teacher delivers content knowledge. A highly qualified paraprofessional must have completed at least two years of study at an institution of higher education; obtained at least an associate’s degree; or passed the Oklahoma General Education Test or another academic assessment approved by the Oklahoma State Board of Education.

Section A – Highly Qualified Teachers (HQT) and Paraprofessionals

Number of Title I Teachers	Number of HQT	Number of Non HQT
Number of Title I Paraprofessionals	Number of HQT Paraprofessionals	Number of Non HQT Paraprofessionals

Component 6: Professional Development

To promote the integration of staff supported with Title I funds into the regular school program and overall school planning and improvement efforts, Title I staff may participate in general professional development and school planning activities. If appropriate, professional development opportunities should also be extended to those who partner with Title I staff to support student achievement such as paraprofessionals and parents.

Section A – Overview

List the professional development opportunities the school provides to Title I personnel.

Professional Development Activity	Date(s)	Number of Title I Participants	Description (i.e., content, duration of time)

Section B – Monitoring and Evaluation

Explain how the professional development provided supports the targeted assistance program. Describe the on-going and job embedded support and follow up for these professional development activities.

Component 7: Parental Involvement

The targeted assistance program must provide strategies to increase parental involvement and maximize communication between the school and parents of participating students.

Section A - Overview

List and describe current parental involvement activities and how they are designed to enhance school-home partnerships and improve student learning.

Section B – Communication

Describe how the school will ensure that communication between parents will be in a format and language the parents can understand.

Section C – Documentation

At a minimum, Targeted Assistance sites MUST develop and retain copies of the following documents:

- Copy of the Site Parent Involvement Policy
- Copy of the Site Parent/School Compact
- Copy of Notification to Parents of the Annual Parent Informational Meeting
- Agenda and Attendance List for the Annual Parent Informational Meeting
- Examples of School/Parent Communication
- Copy of Notification to Parents Regarding Student Achievement Reports and Test Scores
- Copy of Notification of Title I Programs and Opportunities

Component 8: Coordination of funds

Schools operating a targeted assistance program are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the educational program for those students receiving services.

Section A – Overview

Describe the coordination and integration of Title I services and other Federal and State programs (i.e., migrant programs, violence prevention, adult education, vocational and technical education, and Head Start).

Part IV – Evaluation and Revision

*Section 1115(c)(2)(B) of No Child Left Behind requires schools operating a targeted assistance program to review, on an ongoing basis, the progress of participating children and revising the targeted assistance program as necessary to provide additional support. This review should be conducted **at least annually**.*

Section A – Overview

Describe the process to be used by the school to regularly review and update the targeted assistance plan. How will effectiveness be evaluated?

SCHOOLWIDE PLAN

(All new Schoolwide Plans should be created using the Grants Management System)

**TITLE I SCHOOLWIDE PROGRAM-PLAN TEMPLATE
OKLAHOMA STATE DEPARTMENT OF EDUCATION**

Assurances

- The schoolwide plan addresses all 10 required components.
- The schoolwide plan was developed by a schoolwide planning team consisting of parents and other members of the community.
- The local board of education has approved the Schoolwide Plan. Meeting date: _____
- Parents and the community were informed of interest in becoming a schoolwide school. Meeting date: _____
- Faculty and staff were informed and are committed to the schoolwide program. Meeting date: _____
- A schoolwide planning team will conduct an annual review of the schoolwide plan in accordance with the required guidelines of the Designing Schoolwide Programs Non-Regulatory Guidance.
- Documentation related to the three core components of a schoolwide program: the comprehensive needs assessment, the comprehensive schoolwide plan and the annual evaluation will be retained at the school site and provided upon request to the public and for monitoring purposes.

Signature of Superintendent

Date

Signature of Principal

Date

Component 1: Needs Assessment

Step 1: Schoolwide Program Planning Team

Section 1114 (b)(2)(B) of Title I requires that the plan be developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals and administrators, and, if appropriate, pupil services personnel, technical assistance providers, school staff, and if the plan relates to secondary school, students from such schools.

Section A – Core Planning Team

Name	Title	Stakeholder Group

Briefly describe how core planning team members were selected and how members of the school and community not on the core planning team will be involved in the implementation and evaluation of the Schoolwide Plan.		

Section B – Technical Assistance Provider

Name of Provider		Organization	
Address	City	State	Zip
Email		Phone	
Briefly describe technical assistance provided during the planning process and technical assistance planned for the implementation year.			

Step 2: Clarifying the Vision for Reform

Before the Needs Assessment begins, the school staff should discuss what the reformed school will look like in terms of students success. This collective vision is the driving force behind school reform and the schoolwide plan. The vision for reform should answer the following questions: 1) What is our purpose? 2) What are our expectations? 3) What are our responsibilities? 4) How important are collaborations and partnerships? 5) How are we committed to continuous improvement?

In the space below, provide the school’s vision for reform.

Start typing here.

Step 3: Creating the School Profile

The school profile serves as a data-driven snapshot of the current status of the school. The profile will help illustrate the gap between where the school is now and where the school wants to be according to the vision for reform. At a minimum, the school profile should include assessment of the school’s current status as it relates to:

- 1) student needs,*
- 2) curriculum and instruction,*
- 3) professional development, family and community involvement, and*
- 4) school context and organization.*

In the space below, provide the school profile. The profile should include, at a minimum, information related to the the areas listed above.

Start typing here.

Step 4: Data Collection

The planning team should collect both qualitative and quantitative data during the comprehensive needs assessment. A Data Profile Addendum has been provided to assist school teams in organizing the data during this process. The addendum is included at the end of this document.

In the chart below, list the types of data collected and analyzed during the needs assessment. Boxes may be added, as needed.

Student Achievement Data (i.e., OCCT, Benchmarks, District Assessments, DIBELS, Student Report Cards)	Perception Data (i.e., Staff/Student/Parent surveys, Self-Assessments, Meeting Minutes)	Demographic Data (i.e., Attendance, Truancy, Ethnicity, Low-Income, Special Education)

In the space below, describe the team’s data collection process.

Start typing here.

Step 5: Data Analysis

The planning team has the charge of analyzing the data collected to determine the strengths, challenges, and areas of critical need of the school. The team should use the information from the analysis to develop the focus goals for the school year.

In the space below, describe the team’s data analysis process.

Start typing here.

In the space below, describe the strengths and areas of need that emerged from the data analysis.

Start typing here.

In the space below, list the school goals for the school year.

Start typing here.

Component 2: Schoolwide Reform Strategies

Instructional strategies and initiatives in the comprehensive plan must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time and address the learning needs of all students in the school.

In the space below, describe the instructional strategies and initiatives currently implemented at the school.

Start typing here.

In the space below, describe the plans for sustaining the current strategies and initiatives and any new strategies or initiatives that will be implemented.

Start typing here.

Component 3: Instruction by Highly Qualified Teachers

A highly qualified teacher (HQT) must hold a minimum of a bachelor’s degree; and obtained full Oklahoma certification or licensure; and has demonstrated competency in each of the academic subjects in which the teacher delivers content knowledge. A highly qualified paraprofessional must have completed at least two years of study at an institution of higher education; obtained at least an associate’s degree; or passed the Oklahoma General Education Test or another academic assessment approved by the Oklahoma State Board of Education.

Highly Qualified Teachers (HQT) and Paraprofessionals

Number of Certified Teachers	Number of HQT	Number of Non HQT
Number of Paraprofessionals	Number of HQT Paraprofessionals	Number of Non HQT Paraprofessionals

Teaching Experience

Number of Certified Teachers	Years of Experience					
	0-3	3-5	6-10	11-15	15-20	20+

Education

Number of Certified Teachers	Degree Received					
	Bachelor’s	Bachelor’s + 15	Master’s	Master’s +15	Doctorate	National Board Certification

In the space below, provide the action plan for ensuring all students are taught by Highly Qualified Teachers specifically addressing any current Non-Highly Qualified Teachers at the site.

Start Typing here.

Component 4: Professional Development

Teachers and other staff in schoolwide program schools must be equipped to face the challenge of helping all students meet the State's academic achievement standards. To do this, they must be familiar with the goals and objectives of the schoolwide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents.

In the space below, describe how the yearly professional development plan is created and who is involved in the decision making process.

Start typing here.

In the space below, describe how the professional development plan supports the goals of the schoolwide plan.

Start typing here.



A Professional Development Plan Addendum for the school year must be completed and submitted with the schoolwide plan. The addendum is available at the end of this document.

Component 5: Strategies to Attract High Quality Teachers to High Need Schools

Although recruiting and retaining teachers is an ongoing challenge in high-poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly qualified teachers.

Teacher Turnover Rate

Year	Number of Returning Teachers	Number of New Teachers	Percentage of Turnover
2011-2012			
2010-2011			
2009-2010			

In the space below, describe the recruitment plan to attract highly qualified teachers including specific details about partnerships with institutions of higher education and neighboring school districts.

Start typing here.

In the space below, describe the teacher support system of the school including specific details about mentoring, collaborative teams, inclusion in decision making, and encouragement to continue higher education or pursue National Board Certification.

Start typing here.

Component 6: Strategies to Increase Parental Involvement

Research continues to demonstrate that successful schools have significant and sustained levels of parent involvement. There it is important that schoolwide plans contain strategies to involve parents, especially in helping their children do well in school. In addition, parents must be involved in the planning, implementation, and evaluation of the schoolwide program.

In the space below, explain how parents were involved in the in the planning year and the needs assessment process and how parents will be involved in the implementation of the schoolwide plan.

Start typing here.

In the space below, describe how information will be communicated between school and parents and families including information about parent meetings, specifically the required Annual Parent Informational Meeting.

Start typing here.

In the space below, list and describe the parental involvement activities planned for the school year.

Start typing here.

Component 7: Transition Strategies From One Grade Level to Another

This component emphasizes the value of creating a coherent and seamless educational program for at-risk students.

Identifying Transition Points

Transition	Grade(s) Affected	Transition Strategies/Activities	Timeline

In the box below, describe how the school uses the listed strategies to ensure a seamless educational program for at-risk students.

Start typing here.

Component 8: Teacher Inclusion in School Decisions

In addition to State assessment results, teachers need current and ongoing assessment data that describe student achievement. These data often come from less formal assessments, such as observation, performance assessment, or end-of-course tests. The schoolwide program should provide teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.

In the space below, list the methods of ongoing assessment teachers use to make instructional decisions.

Assessment	Timeline	Purpose

In the space below, describe the process used by teachers to analyze the data and describe how teachers are using results of the data analysis to improve instruction.

Start typing here.

Component 9: Effective and Timely Additional Assistance to Improve Student Achievement

The schoolwide program must identify students who need additional learning time to meet standards and provide them with timely additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.

In the space below, describe the additional assistance programs (intervention programs, extended day/year, math/reading blocks, tutoring) currently offered at the school. In the description for each program, include:

- 1. The process for identifying students in need of additional assistance.**
- 2. The curriculum used and how it coordinates with the regular classroom.**
- 3. The process for evaluating the program for effectiveness.**

Start typing here.

Required Documentation

The following documents must be kept on file at the school for monitoring purposes:

- Copy of Local Board of Education Meeting Minutes Reflecting Schoolwide Plan Approval
- Copy of Meeting Agenda and/or Attendance Records for Parent Informational Meeting
- Copy of Meeting Agenda and/or Attendance Records for Faculty Informational Meeting
- Disaggregated Test Data for Math and Reading/Language Arts
- Student/Parent/Teacher Surveys (if applicable)
- Additional Student Achievement Data Used in Needs Assessment
- Part IV Addendum – Data Profile
- Part V Addendum - Schoolwide Focus Goal Action Plan(s)
- Letter of Notification to Parents of Students Taught by Non Highly Qualified Teachers
- Part VIII Addendum - Professional Development Plans for the Current and Implementation Year
- Sample Copies of Professional Development Agendas and/or Attendance Records
- Sample Evaluation Tool for Monitoring the Implementation of Professional Development Activities
- Sample Individual Professional Development Plan Created by Staff
- Copy of Parent Involvement Policy
- Copy of Site Parent/School Compact
- Parent Survey or Other Evaluation Tool Regarding Parent Involvement Activities
- Examples of School/Parent Communication
- Copy of Notification to Parents Regarding Student Achievement Reports and Test Scores
- Copies of Notification to Parents of Annual Parent Informational Meeting
- Copies of Notification of Title I Programs and Opportunities
- Copies of Letters, Flyers, Mailings, etc. Notifying Parents of Transition Activities
- Attendance Records of Parent Meetings About Transition Activities
- Evidence of Vertical Teaming Among Faculty (i.e., Agendas, Minutes, Curriculum Maps)

**TITLE I SCHOOLWIDE PROGRAM-DATA PROFILE ADDENDUM
OKLAHOMA STATE DEPARTMENT OF EDUCATION
(Include last three (3) years of data)**

1. Student Enrollment by Gender

Year	Total Enrollment	# Male	% Male	# Female	% Female

2. Student Enrollment by Ethnicity

Year	Total Enrollment	% Black	% American Indian	% Hispanic	% Asian/Pacific Islander	% White	% Other

3. Students Eligible for Free and Reduced Lunch Program

Year	Number	Percent of Population

4. Students Participating in Title I Programs

Year	Program Enrollment	Percent of Population

5. Student Attendance

Year	Average Daily Attendance	Percent of Student Population	# Male	% Male	# Female	% Female

6. Student Tardy Rate

Year	Average Daily Tardies	Percent of Student Population	# Male	% Male	# Female	% Female

7. Student Mobility Rate

Year	Full Academic Year (FAY)		Non Full Academic Year (NFAY)	
	# Students	% Student Population	# Students	% Student Population

8. Student Truancy Rate

Year	Average Daily Truancy	Percent of Student Population

9. Students Identified as English Language Learners (ELL)

Year	Program Enrollment	Percent of Student Population

10. Student Behavior

Year	Average Daily Referrals	Average Daily In-School Suspensions	Average Daily Out-of-School Suspensions

SCHOOLWIDE PROGRAM ANNUAL REVIEW

(For Established Schoolwide School Programs)

Overview of Annual Review Requirements

A copy of the Annual Program Review and a revised Schoolwide Plan need not be submitted to the Oklahoma State Department of Education unless requested for monitoring purposes.

Title I regulations require that all schoolwide sites have a written, comprehensive and current site plan. Sites should conduct an annual review of the schoolwide program to evaluate its effectiveness. The purpose of this review is to evaluate all components and to make revisions for the upcoming school year. The annual review can also serve other purposes such as:

- Inform internal program management and help school leaders make informed decisions to improve the quality of their program;
- Answer stakeholder questions and help them better understand how effectively the school is meeting its stated goals;
- Increase understanding of specific strategies and help the school determine the usefulness of the activities it has undertaken to increase student achievement; and
- Promote interest in and support of a program or activity by illustrating certain strategies, their outcomes in terms of improving student achievement, and increasing support for their use.

Just as the Schoolwide Plan should be considered a living document, the annual review should be thought of as a continuous cycle always affecting future progress of the schoolwide program. A review of the strategies and action steps originally proposed in the plan, an analysis of data, and input from various stakeholders should inform revision of the original Schoolwide Plan and reflect a revitalization of the school's commitment ensuring all students have equal opportunity to achieve at high levels.

This toolkit is designed to be a guide during the annual program review process. Though there is no required format for the annual program review, the *Designing Schoolwide Programs Non-Regulatory Guidance* outlines specific requirements and suggested steps for review, which were used to create this document. A school wishing to format the annual review differently, should consult the guidance to ensure all requirements are met.

This Annual Program Review Toolkit includes a template for writing the annual review as well as several resources such as Annual Data Review Action Steps, Document Checklist, Action Plan Templates and Guiding Questions for the 10 Required Components of a Schoolwide Plan.

Documents gathered during the Annual Program Review and the revised Schoolwide Plan should be kept on file at the school site and be made available to all stakeholders. Results from the Annual Program Review must be shared with parents and staff on an annual basis and be made available upon request.



Step I – Assign a Schoolwide Program Review Team

Title I regulations require that a school operating a schoolwide program annually evaluate the implementation of, and results achieved by, the schoolwide program. The school must revise its plan as necessary based on the results of the evaluation to ensure the continuous improvement of student achievement.

Section A – Schoolwide Program Review Team

Name	Title	Stakeholder Group

Section B - Overview

Briefly describe how review team members were selected and which tasks were outlined for the team to accomplish.

Section C - Documentation

Record and file the following documentation concerning the schoolwide program review team:

- Attendance Records, Agenda and Minutes of all program review meetings.

Step II – Data Collection

Section A – Types of Data

Student Achievement Data (OCCT, Benchmarks, District Assessments, Report Cards)	Perception Data (Staff/Student/Parent Surveys, Self Assessments, Meeting Minutes)	Demographic Data (Attendance, Truancy, Ethnicity, Low-Income, Special Education)

Section B - Overview

Briefly describe the data collection process.

Section C - Documentation

Record and file the following documentation concerning the schoolwide program review team:

- Copies of Data Used in the Annual Review
- Agenda, Minutes, and Attendance Record for Data Review Meetings

Step II Addendum – Data Profile (Include last three (3) years of data)

1. Student Enrollment by Gender

Year	Total Enrollment	# Male	% Male	# Female	% Female

2. Student Enrollment by Ethnicity

Year	Total Enrollment	% Black	% American Indian	% Hispanic	% Asian/Pacific Islander	% White	% Other

3. Students Eligible for Free and Reduced Lunch Program

Year	Number	Percent of Population

4. Students Participating in Targeted Title I Programs

Year	Program Enrollment	Percent of Population

5. Student Attendance

Year	Average Daily Attendance	Percent of Student Population	# Male	% Male	# Female	% Female

6. Student Tardy Rate

Year	Average Daily Attendance	Percent of Student Population	# Male	% Male	# Female	% Female

7. Student Mobility Rate

Year	Full Academic Year (FAY)		Non Full Academic Year (NFAY)	
	# Students	% Student Population	# Students	% Student Population

8. Student Truancy Rate

Year	Average Daily Truancy	Percent of Student Population

9. Students Identified as English Language Learners (ELL)

Year	Program Enrollment	Percent of Student Population

10. Student Behavior

Year	Average Daily Referrals	Average Daily In-School Suspensions	Average Daily Out-of-School Suspensions

11. Highly Qualified Teachers (HQT) and Paraprofessionals

Number of Certified Teachers	Number of HQT	Number of Non HQT
Number of Paraprofessionals	Number of HQT Paraprofessionals	Number of Non HQT Paraprofessionals

12. Teaching Experience	Years of Experience					
Number of Certified Teachers	0-3	3-5	6-10	11-15	15-20	20+

13. Education	Degree Received					
Number of Certified Teachers	Bachelor's	Bachelor's + 15	Master's	Master's +15	Doctorate	National Board Certification

Step III – Data Analysis

Section A – Process

Briefly describe the process used to analyze the collected data.

Section B – Summary of Analysis

Summarize the results of the data analysis specifically identifying the strengths, weaknesses and critical needs areas as shown in the data.

Section C – Success of the Schoolwide Program

Based on the data analysis, explain which schoolwide programs are succeeding and which are not.

Step IV – Review the Current Schoolwide Plan

Section A – Overview

Briefly describe the implementation of the Schoolwide Plan and the effects the plan had on teaching and learning, specifically addressing how the needs of particularly low-achieving students were met.

Section B – Focus Goals

Briefly describe the progress made toward reaching the focus goals identified in the Schoolwide Plan, specifically addressing barriers if goals have not been met.

Section C – Required Components

Explain to what extent all 10 required components were implemented as indicated in the plan.

Section D – Deficiencies

After reviewing the Schoolwide Plan, describe any deficiencies as shown by the data or the review of the focus goals and 10 required components.

Step V - Modifications

Section A – Area of Need

Using the information obtained in the data analysis and the review of the current Schoolwide Plan, summarize the identified areas of need.

Section B – Focus Goals

Briefly explain how the focus goals will be modified or changed to meet the identified area of need.

Section C – 10 Required Components

Briefly describe how each of the 10 Required Components has been implemented according to the current Schoolwide Plan, how each is evaluated for effect on student achievement and how each will be modified or changed to meet the needs identified in the Annual Program Review. Guiding Questions for the 10 Required Components are included in this toolkit.

Component 1: Schoolwide Reform Strategies

Implementation:

Evaluation:

Modification/Changes:

Component 2: Instruction by Highly Qualified Teachers

Implementation:

Evaluation:

Modification/Changes:

Component 3: Professional Development

Implementation:

Evaluation:

Modification/Changes:

Component 4: High Quality Teachers to High Need Schools

Implementation:

Evaluation:

Modification/Changes:

Component 5: Parental Involvement

Implementation:

Evaluation:

Modification/Changes:

Component 6: Transition Strategies

Implementation:

Evaluation:

Modification/Changes:

Component 7: Data Driven Decisions

Implementation:

Evaluation:

Modification/Changes:

Component 8: Effective and Timely Additional Assistance

Implementation:

Evaluation:

Modification/Changes:

Component 9: Coordination of Programs

Implementation:

Evaluation:

Modification/Changes:

Component 10: Needs Assessment

Implementation:

Evaluation:

Modification/Changes:

Section D – Documentation

Step V Addendum for Each Identified Focus Goal

Step V Addendum – Schoolwide Focus Goals

For each focus goal identified in Step V of the Annual Program Review, complete the following Schoolwide Focus Goal Action Plan. Make additional copies as needed.

Goal:

Briefly describe the reasoning for the identified goal.

Describe the measurable outcomes for the goal (i.e., In 2009-2010, the percentage of students scoring 70 or below on the quarterly math assessment will decrease by 10%)

Action Plan

Strategies and Action Steps	Resources Needed	Person(s) Responsible	Timeline	Evidence of Progress

Guiding Questions – 10 Required Components

Guiding questions are designed to guide the Annual Program Review team during the analysis of the implementation of the 10 Required Components. Analysis of these questions does not constitute a complete Annual Program Review, but provides an integral part of the whole assessment of the schoolwide program.

Component #1 – Needs Assessment
<ul style="list-style-type: none"> • What does the data tell you about specific programs? • What does the data tell you about specific subgroups? • Are there any recognizable trends in the longitudinal data? • What students/subgroups are achieving at your school? • What students/subgroups are not achieving at your school? • According to the data, what strategies and activities appear to be succeeding? Not succeeding? • What additional data needs to be collected this year? Next year?

Component #2 – Schoolwide Reform Strategies

- What Scientifically Based Research programs are currently being used at the school? Are they effective?
- How did the school increase the amount and quality of instructional time? Was it effective?
- What was done to strengthen the core academic program at the school?
- Is curriculum aligned with the *Priority Academic Student Skills (PASS)*?
- Have the schoolwide programs ensured that ALL students at the school have the opportunity to reach the State’s satisfactory and proficient levels of learning?
- How is technology being utilized in the classroom? Has it been effective in increasing engagement, motivation and achievement?

Component #3 – Instruction by Highly Qualified Teachers

- Are all teachers at the school highly qualified? All paraprofessionals?
- Are staff members being utilized in the best way possible to meet the needs of the students?
- How will the school site continue to ensure instruction by highly qualified teachers?

Component #4 – Professional Development

- Was the professional development plan implemented as planned? If not, why?
- Did the professional development received improve instruction in the classroom?
- Did the professional development received improve student achievement?
- Was the professional development adequately monitored and evaluated on an ongoing basis?
- How did the professional development plan align with the school improvement goals?
- What are the current professional development needs of the staff? Administrators?
- How will the newly identified needs be implemented in the updated plan?

Component #5 – Highly Qualified Teachers to High Need Schools

- How many teachers are employed at the school?
- How many teachers have less than 3 years experience?
- What was the teacher turnover rate this year?

- What is the expected turnover rate for next year?
- What is the school doing to support teachers and provide time for mentoring and collaboration?
- How is the school recruiting highly qualified teachers?
- Does the district have equitable distribution of teachers where low-income high-minority students are not taught at a higher rate than other students by unqualified, out-of-field or inexperienced teachers?

Component #6 – Parental Involvement

- What services were provided to parents as part of the schoolwide plan?
- What communication was sent to parents this year?
- What other types of communication can be utilized?
- How was attendance at parent involvement activities? How could this be increased?
- Do any revisions need to be made to the parent involvement policy and parent compact?
- Have the parents been surveyed regarding parent involvement, communication, and other activities? If not, how can data be gathered from the parents?

Component #7 – Transitions

- Which transition activities were effective?
- Were all stakeholders involved in transition activities? If not, how can they be more involved in the future?
- Are there any gaps in the current transition activities? How can these be closed?

Component #8 – Data Driven Decisions

- Which assessments/benchmarks are currently used by the school to monitor student achievement? Are they effective?
- Do these assessments inform instruction?
- Are the assessments used by all staff and administrators to make decisions?
- How can the school better utilize assessment data?

Component #9 – Effective and Timely Additional Assistance

- How were low performing students identified during the school year?

- What interventions are in place to assist these students?
- Did low-performing students receive assistance in a timely manner?
- How is progress monitored?

Component #10 – Coordination of Programs

- Do all resources (federal, state, local) support the schoolwide program?
- Do any activities or programs need to be modified to better support the schoolwide program?

Document Checklist

The document checklist is intended to be a guide schools can use to ensure required documentation is included in the Schoolwide Plan, the annual review and the public and site file.

Schoolwide Plan Documents:

- Local board of education meeting minutes reflecting Schoolwide Plan approval
- Meeting agenda and/or attendance records for Parent Informational Meeting
- Meeting agenda and/or attendance records for Faculty Informational Meeting
- Disaggregated test data for math and reading/language arts
- Student/Parent/Teacher surveys (if applicable)
- Additional student achievement data used in needs assessment
- Part IV Addendum – Data Profile
- Part V Addendum - Schoolwide Focus Goal Action Plan(s)
- Letter of notification to parents of students taught by Non-Highly Qualified Teachers
- Part VIII Addendum - Professional Development Plans for the Current and Implementation Year
- Sample copies of professional development agendas and/or attendance records
- Sample evaluation tool for monitoring the implementation of professional development activities
- Sample individual professional development plan created by staff
- Parent Involvement Policy
- Site Parent/School Compact
- Parent survey or other evaluation tool regarding parent involvement activities
- Examples of school/parent communication
- Notification to parents regarding student achievement reports and test scores
- Notification to parents of Annual Parent Informational Meeting
- Notification of Title I programs and opportunities
- Letters, flyers, mailings, etc. notifying parents of transition activities
- Attendance records of parent meetings about transition activities
- Evidence of vertical teaming among faculty (i.e., agendas, minutes, curriculum maps)

Annual Review Documentation:

- Modified versions of the above listed documents as necessary
- Written copy of the Annual Program Review
- Documentation of Annual Program Review meeting(s) Including agenda, minutes and attendance records
- Notification to parents and stakeholders of Annual Program Review meeting and results
- Documentation of Annual Parent Informational Meeting

Public File Documentation:

- General information about the school including history, demographics, teachers, curriculum, achievement scores, activities, parent organizations
- Information about Title I, Part A programs
- Written Schoolwide Plan and Annual Program Review
- Site Parent Involvement Policy with School/Parent Compact

Document File Documentation:

- Written copy of Schoolwide Plan
- Written copy of Annual Program Review
- Written copy of Site Parental Involvement Policy
- Written copy of site Parent Compact
- Documentation of Annual Parent Meeting
- Documentation of Parental Communications
 - Information about Title I, Part A programs
 - Information about student academic progress
 - Notification of Non-Highly Qualified Teacher

PARENTAL INVOLVEMENT DISTRICT PLAN CHECKLIST

Required Components of a District Parental Involvement Policy

District Name		
School Name		
Date		
Public Law 107-110, No Child Left Behind Act of 2001 (NCLB) Requirements	Found on page #	
1. The district and school must provide assistance to parents of participating Title I students in understanding such topics as the following: <ul style="list-style-type: none"> ▪ State’s academic content and achievement standards ▪ State and local academic assessments ▪ Title I, Part A requirements ▪ How to monitor their child’s progress ▪ How to work with teachers to improve their child’s academic achievement <i>Section 1118(e)(1)</i>		
2. The district and school shall provide materials and training to help parents work with their children to improve their children’s achievement (e.g., literacy training, technology training, etc). <i>Section 1118(e)(2)</i>		
3. The district and school must educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in how to reach out to, communicate with, and work with parents as equal partners to implement and coordinate parent programs, and build ties between parents and the school. <i>Section 1118(e)(3)</i>		
4. The district and school must if possible coordinate with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. <i>Section 1118(e)(4)</i>		
5. The district and school must ensure that information related to school and parent programs, meetings, and other activities are sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. <i>Section 1118(e)(5)</i>		
6. The parents may request and the district and school site must provide reasonable support for parental involvement. <i>Section 1118(e)(14)</i>		

The district and school must invite all parents of participating Title I students to an annual meeting to inform parents of the above requirements. *Section 1118(c)(1)* The meetings must be held at a convenient time and funds may be provided for transportation, child care, and home visits. *Section 1118(c)(2)* The parents must also be involved in the planning, review, and improvement of the parental involvement policy and other policies and plans under Title I. *Section 1118(c)(3)* If a district and/or school has a parental involvement policy that applies to all parents, the district or school may amend that policy, if necessary, to meet the requirements listed above. *Section 1118(2)(b)(2)*

District Parental Involvement Policy Template

The Parental Involvement: Title I, Part A Non-Regulatory Guidance published by the United States Department of Education (USDE) on April 23, 2004, is the source for the following template.

NOTE: In support of strengthening student academic achievement, each local educational agency (LEA or school district) that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by Section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA) (Districtwide Parental Involvement Policy). The policy establishes the LEA's expectations for parental involvement and describes how the LEA will implement a number of specific parental involvement activities, and is incorporated into the LEA's plan submitted to the state educational agency (SEA).

School districts, in consultation with parents, may use the sample template below as a framework for the information to be included in their parental involvement policy. School districts are not required to follow this sample template or framework, but if they establish the district's expectations for parental involvement and include all of the components listed under "Description of How District Will Implement Required Districtwide Parental Involvement Policy Components" below, they will have incorporated the information that Section 1118(a)(2) requires be in the districtwide parental involvement policy. School districts, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement.

* * * * *

PART I. GENERAL EXPECTATIONS

[NOTE: Each district in its Districtwide Parental Involvement Policy must establish the district's expectations for parental involvement. [Section 1118(a)(2), ESEA.] There is no required format for those written expectations; however, this is a sample of what might be included.]

The _____ name of school district _____ agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with Section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with Section 1118(d) of the ESEA.
- The school district will incorporate this districtwide parental involvement policy into its LEA plan developed under Section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an

understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- If the LEA plan for Title I, Part A, developed under Section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement are spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- (A) that parents play an integral role in assisting their child’s learning;
 - (B) that parents are encouraged to be actively involved in their child’s education at school;
 - (C) that 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;
 - (D) the carrying out of other activities, such as those described in Section 1118 of the ESEA.
- [For states where a Parental Information and Resource Center (PIRC) is established] The school district will inform parents and parental organizations of the purpose and existence of PIRC in the state.

PART II. DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED DISTRICTWIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

NOTE: The Districtwide Parental Involvement Policy must include a description of how the district will implement or accomplish each of the following components. [Section 1118(a)(2), ESEA.] This is a “sample template” as there is no required format for these descriptions. However, regardless of the format the district chooses to use, a description of each of the following components below must be included in order to satisfy statutory requirements.

1. The name of school district will take the following actions to involve parents in the joint development of its districtwide parental involvement plan under Section 1112 of the ESEA:

(List actions.)

2. The name of school district will take the following actions to involve parents in the process of school review and improvement under Section 1116 of the ESEA:

(List actions.)

3. The name of school district will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

(List activities.)

4. The name of school district will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: (Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and state-operated preschool programs), by:

(List activities.)

5. The name of school district will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

(List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)

1. The name of school district will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --

- the state's academic content standards,
- the state's student academic achievement standards,
- the state and local academic assessments including alternate assessments,
- the requirements of Part A,
- how to monitor their child's progress, and
- how to work with educators:

(List activities such as workshops, conferences, classes, both in-state and out-of-state, including any equipment or other materials that may be necessary to ensure success.)

- B. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

(List activities.)

- C. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

(List activities.)

- D. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

(List activities.)

- E. The school district will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

(List actions.)

PART III. DISCRETIONARY DISTRICTWIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

NOTE: The Districtwide Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school and school system to support their children’s academic achievement, such as the following discretionary activities listed under Section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- maximizing parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;

- adopting and implementing model approaches to improving parental involvement;
- establishing a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under Section 1118 as parents may request.

PART IV. ADOPTION (Sample Template)

This Districtwide Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by _____.

This policy was adopted by the name of school district on mm/dd/yy and will be in effect for the period of _____. The school district will distribute this policy to all parents of participating Title I, Part A children on or before _____.

(Signature of Authorized Official)

(Date)

**This sample template of a Districtwide Parental Involvement Policy is not an official U.S. Department of Education document. It is provided only as an example.*

PARENTAL INVOLVEMENT SITE PLAN CHECKLIST

Required Components of a Site Parental Involvement Policy

District Name:	
School Name:	
Date:	

Public Law 107-110, No Child Left Behind Act of 2001 (NCLB) Requirements	Found on page #
<p>1. Convene an annual meeting: This informs parents of their school’s participation in Title I Part A, to explain Part A’s requirements, and their right to be involved. Efforts should be made to determine the most convenient time for parents of participating children to attend the annual meeting and to determine the most reliable method for ensuring that parents receive notice. <i>Section 1118 (c)(1)</i></p>	
<p>2. Offer a flexible number of meetings: Flexibility for meeting availability may include provisions for morning or evening meetings, and provide if necessary with Part A funds, transportation, child care, or home visits as these services relate to parental involvement. <i>Section 1118 (c)(2)</i></p>	
<p>3. Involve parents, in an organized, ongoing, and timely way: This provides parents the opportunity to engage in the planning, review, and improvement of Title I Part A programs, especially including the school parental involvement policy. <i>Section 1118 (c)(3)</i></p>	
<p>4. Provide parents with timely information: Parents should receive information regarding Title I programs that describe such issues as; curricula description, student assessments and proficiency levels students are expected to meet, provide opportunities for regular meetings where parents can provide input, and respond promptly to parent suggestions. <i>Section 1118 (c)(4)(A)(B)</i></p>	
<p>5. Provide parents with an opportunity to submit dissenting views: Parents should be given opportunity to submit dissenting views to the LEA if a school’s Title I Part A parental involvement policy is not acceptable to them. <i>Section 1118 (c)(4)(C)</i></p>	

Check the following:

____ Yes ____ No *The site can assure they have a SCHOOL parental involvement policy document which is aligned to the requirements outlined in the No Child Left Behind Act (NCLB).*

____ Yes ____ No *The site can assure they have a SCHOOL-PARENT COMPACT document which is aligned to the requirements outlined in the No Child Left Behind Act (NCLB) that addresses at a minimum: parent-teacher conferences (at least annually), frequent reports to parents on their child’s progress, reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities.*

Site Parental Involvement Policy Template

Section 1118(c)

PART I. GENERAL EXPECTATIONS

(Each school in its School Site Parental Involvement Policy must establish the school's expectations for parental involvement. [Section 1118(a)(2), ESEA.] There is no required format for those written expectations; however, this is a sample of what might be included.)

The _____ *name of school* _____ agrees to implement the following statutory requirements:

The school that receives Title I, Part A funds will put into operation programs, activities and procedures for the involvement of parents consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.

Consistent with section 1118, the district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

The school will incorporate this school site parental involvement policy into its district plan developed under section 1112 of the ESEA.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

If the schoolwide or targeted site plan is not satisfactory to the parents of participating children in the Title I, Part A program, the school will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.

The school will involve the parents of children served with Title I, Part funds in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.

The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

(A) that parents play an integral role in assisting their child's learning;

(B) that parents are encouraged to be actively involved in their child's education at school;

(C) that 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;

(D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the state.

PART II. DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL-LEVEL PARENTAL INVOLVEMENT POLICY COMPONENTS

(The School Site Parental Involvement Policy must include a description of how the school will implement or accomplish each of the following components. [Section 1118(a)(2), ESEA.] This is a "sample template" as there is no required format for these descriptions. However, regardless of the format the school chooses to use, a description of each of the following components below must be included in order to satisfy statutory requirements.)

2.

3. The *name of school* will build parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the parents and the community to improve student academic achievement, through the following activities specifically described below:

A. The school will, with the assistance of the district, provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:

- the state's academic content standards,
- the state's student academic achievement standards,
- the state and local academic assessments including alternate assessments,
- the requirements of Title I, Part A,
- how to monitor their child's progress, and
- how to work with educators.

(List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)

B. The school will, with the assistance of the district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

(List activities.)

C. The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

(List activities.)

- D. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

(List activities.)

- E. The school will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

(List actions.)

- F. The school will take the following actions to provide other such reasonable support for parental involvement activities as parents may request.

(List actions.)

4. The name of school will:

- A. Convene an annual meeting to explain the Title I program to parents and inform them of their right to be involved in the program.
- B. Offer a flexible number of meetings (the school may use Title I funds to pay related expenses, such as child care, transportation or home visits).
- C. Involve parents in planning, review, and improvement of Title I programs.
- D. Provide timely information about Title I programs to parents; describe the curricula, the student assessments and proficiency levels students are expected to meet; respond promptly to parent suggestions and provide opportunities for regular meetings where parents can provide input.
- E. Provide parents with an opportunity to submit dissenting views to the district if a school's program is not acceptable to them.

PART III DISCRETIONARY SCHOOL SITE PARENTAL INVOLVEMENT POLICY COMPONENTS

The School Site Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training.
- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training.
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.
- Training parents to enhance the involvement of other parents.
- In order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school.
- Adopting and implementing model approaches to improving parental involvement;
- Establishing a district wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs.
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

PART IV ADOPTION

This School Site Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by _____.

This policy was adopted by the name of school on mm/dd/yy and will be in effect for the period of _____. The school will distribute this policy to all parents of participating Title I, Part A children on or before _____.

(Signature of Authorized Official)

(Date)

HIGH-QUALITY PROFESSIONAL DEVELOPMENT

Title IX, Part A, Section 9101(34)

The term “high-quality professional development” means professional development that meets the criteria contained in the definition of professional development in Title IX, Section 9101(34) of ESEA. Professional development includes, but is not limited to, activities that:

- Improve and increase teachers’ knowledge of academic subjects and enable teachers to become highly qualified;
- Are an integral part of broad schoolwide and districtwide educational improvement plans;
- Give teachers and principals the knowledge and skills to help students meet challenging state academic standards;
- Improve classroom management skills;
- Are sustained, intensive, and classroom-focused and are not one-day or short-term workshops;
- Advance teacher understanding of effective instruction strategies that are based on scientifically based research; and
- Are developed with extensive participation of teachers, principals, parents, and administrators.

SCIENTIFICALLY BASED RESEARCH

Title IX, Part A, Section 9101(37)

The term “scientifically based research”:

A. Means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and

B. Includes research that –

- i. Employs systematic, empirical methods that draw on observation or experiment;*
- ii. Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;*
- iii. Relies on measurements of 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;*
- iv. 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 within-condition controls;*
- v. 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*
- vi. Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparable rigorous, objective, and scientific review. [Title IX, Part A, Section 9101(37)]*

LANGUAGE INSTRUCTION EDUCATIONAL PLAN

Language Instruction Educational Plan (LIEP) for School Year _____

THIS DOCUMENT IS CONFIDENTIAL.

_____ SCHOOL DISTRICT Language Instruction Educational Plan (LIEP) for English Language Learners (ELLs)

STUDENT INFORMATION

Student's name:	
State Student ID Number (SSID):	
School site:	
Grade level:	

Test:	Date:	Score:
Pre-K Screener		
K W-APT		
W-APT		
Reference: "Oklahoma Placement Test Guidelines for ELLs"		

Current ACCESS for ELLs® Test tier (A, B, or C):	
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CURRENT PLACEMENT TEST INFORMATION

CURRENT ACCESS FOR ELLS® TEST INFORMATION

STUDENT'S ENGLISH LANGUAGE DEVELOPMENT (ELD) GOALS FOR

Complete this chart using the student's current ACCESS for ELLs® Test data or placement test information, the WIDA™ ELD Standards, and the WIDA™ Can DO Descriptors. Develop S.M.A.R.T. Goals to target the domain(s) that require intervention to attain state proficiency targets.

	Score:	Proficiency Level (PL):
Speaking domain		
Listening domain		
Reading domain		
Writing domain		
Literacy (Reading + Writing) composite		
Overall composite		
PL1 = Entering, PL2 = Emerging, PL3 = Developing, PL4 = Expanding, PL5 = Bridging, PL6 = Reaching		

LANGUAGE DOMAIN:	GOAL:
Listening	
Speaking	
Reading	
Writing	

S = Specific **M** = Measurable **A** = Attainable **R** = Realistic **T** = Time-Sensitive

LANGUAGE INSTRUCTION SERVICES

Complete the chart below by choosing which supplementary language instruction educational program is being provided to the student. Also, provide details about the chosen language instruction educational program services.

Date identified as ELL:			Date first entered language instruction services:		
	Student will receive sheltered English instruction taught by a teacher certified in English. (This is for Grades 9 through 12 only with a teacher certified in English. The student should receive credit.)	Semester class (Y/N):		Comments:	
		Year-long class (Y/N):			
	Student will receive a combination of specialized language instruction services. List specific language instruction educational services to be provided.	Comments:			
	The resource teacher (ESL teacher for example) will provide supplementary language instruction services within the regular classroom. This is also known as push in.	Comments:			
	Student will receive mainstream placement with accommodations.	Comments:			
	Other language instruction educational services.	Comments:			
	Student will receive language instruction educational services through co-teaching.	Comments:			
	Student will receive pull-out ESL services. This is more appropriate for students in elementary grades.	Comments:			
	Parents have declined language instruction educational services, not ELP testing.	Comments:			

PARTICIPATION IN THE STATE-REQUIRED ASSESSMENT AND ACCOUNTABILITY SYSTEM

Check the assessment(s) below in which the student will participate during the spring testing window. Select one ELP assessment and one OCCT.

Student will participate in:	
<input type="checkbox"/>	Annual English Language Proficiency (ELP) Assessment (ACCESS for ELLs® Test)
<input type="checkbox"/>	Annual English Language Proficiency (ELP) Assessment (Alternate ACCESS for ELLs Test)
<input type="checkbox"/>	Oklahoma Core Curriculum Tests (Criterion Referenced Tests or End of Instruction Tests) with accommodations
<input type="checkbox"/>	Oklahoma Core Curriculum Tests (Criterion Referenced Tests or End of Instruction Tests) without accommodations

ACCOMMODATIONS FOR OKLAHOMA CORE CURRICULUM TESTS (OCCTs)

To meet the needs of this student the checked accommodations will be used **prior to and during** OCCTs. These accommodations must be

appropriate to the student's English language proficiency level and reflective of the student's individual needs.

Provide qualified translator (person).	Provide word-to-word dictionary (no definitions)
Provide audiotapes of instructions and test items made by a qualified translator.	Allow for small-group (no more than 5 students) or individual test administration
Transcribe answers into test document.	Provide extended time.
Read aloud, simplify, repeat, and clarify <u>test instructions</u> in English.	Read aloud and repeat <u>test items</u> in English (if the test is not a reading test).

INSTRUCTIONAL METHODS IN THE REGULAR CLASSROOM

To meet the individual needs of this student the checked accommodations will be used in regular classroom instruction:

Reword, rephrase, or summarize test directions and/or test items in English.	Provide student with take-home materials to practice concepts.
Allow for written responses at the student's ELP level.	Use leveled readers.
Provide interpretation/translation (oral/written assistance) by qualified staff.	Use the overhead or other type of projector, and provide students with copies of teacher transparencies/notes/lectures.
Use technology (including on-line testing and instruction).	Make instruction visual to aid in understanding. Use graphic organizers, pictures, maps, and graphs.
Provide extended time to complete tests and assignments.	Highlight/color code tasks, directions, or letters home.
Provide a resource lending library for students.	Substitute project for test.
Allow for individual or small-group test administration.	Reduce language complexity of test questions.
Label items in the room and/or school.	Student participates in group assignments.
Provide alternative homework assignments that meet that standard or objective.	Increase wait time, and ask questions at student's ELP level.
Give both oral and written instructions.	Allow student opportunities to read and speak aloud successfully.
Notify resource teacher (language specialist) when work is not being completed.	Use manipulatives (both student and teacher).
Provide assignments that emphasize both oral language and literacy development.	Record material, including classroom instruction and notes, for student listening and review.
Break assignments into a series of smaller assignments.	Use audiobooks or electronic readers.
Tests and assignments reflect the C ³ Skills, the WIDA English Language Development (ELD) Standards, and the student's English language proficiency level on the ACCESS for ELLs Test.	



TITLE III, PART A PLAN FOR IMPROVEMENT

Title III, Part A - English Language Acquisition, Language Enhancement, and Academic Achievement Act Annual Measurable Achievement Objectives (AMAOs) Improvement Plan

District Name		
County and District Code		
Superintendent Name		
District Contact		
Indicate AMAO Improvement Status	<input type="checkbox"/> 2 year	<input type="checkbox"/> 4 year

AMAOs
Annual Measurable Achievement Objectives

The subgrantee	Classification	Action
Has met all three AMAOs.	Achieve Benchmark	No action is required.
Did not meet AMAOs for two consecutive years.	Title III Year Two Improvement	The subgrantee must implement a Year Two Improvement Plan.
Did not meet AMAOs for four consecutive years.	Title III Year Four Improvement	With assistance from the OSDE, the subgrantee is required to modify its curriculum, program and method of instruction. In addition, the OSDE will require the subgrantee to replace educational personnel relevant to the subgrantee's failure to make AMAOs. Finally, the OSDE will make a determination on the continuation of funding for the subgrantee.

*Section 3122(b) of Title III, Part A

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Part I-A. Guidelines for Evaluating a Title III Program and Development of an Improvement Plan

Title III Accountability Requirements Year Two

The Year Two LEA must *develop* a plan which specifically addresses the factors that prevented achievement of the annual measurable achievement objectives. The district must consult with parents, school staff, and other stakeholders.

The plan must include the following:

- Address the fundamental teaching and learning needs of English language learners.
- Incorporate scientifically-based strategies and methodologies to improve instruction provided to English language learners.
- Professional development required to support the strategies and activities that will allow the districts to meet objectives.
- Activities, outcomes, and timelines.

Title III Accountability Requirements Year Four

The Year Four LEA must *develop* a plan which specifically addresses the factors that prevented achievement of the annual measurable achievement objectives. In developing this plan, the district must consult with parents, school staff, and other stakeholders.

The plan must include the following:

- The modifications to the LEAs curriculum, program and method of instruction.
- Address the fundamental teaching and learning needs of English language learners.
- Incorporate scientifically-based strategies and methodologies to improve instruction provided to English language learners.
- Professional development required to support the strategies and activities that will allow the districts to meet objectives.
- Activities, outcomes and timelines.

Part I-B. Steps to Develop Title III, Part A Improvement Plan: Year Two and Year Four

1. Convene a work team to include district and school administrators, teachers, paraprofessionals, parents, and community members.
2. Analyze data using the AMAO district data from the previous school year to determine factors that prevented achievement of the Annual Measurable Achievement Objectives (AMAOs).
 - Part 1: Annual Measurable Achievement Objectives (AMAOs)
 - Part 2: English language proficiency by language domains
 - Part 3: Academic performance on statewide assessment
 - Part 4: English Language Learner (ELL) Primary Language Spoken and English Language Development Program Model
3. Complete the “*AMAO Data Analysis Worksheet*” to identify areas of concern.
4. Complete “*AMAO Needs Assessment Workbook*” to evaluate the district’s current program/s to include:
 - a. Program Characteristics
 - b. Instruction
 - c. Specialized and Supplemental Curriculum
 - d. Staff Quality
 - e. Professional Development to Meet the Needs of ELL Students.
 - f. Parent and Community Involvement
 - g. Student Assessments
 - h. Program Evaluation
5. Upon completion of *AMAO Needs Assessment Workbook*, develop your Year Two or Four Improvement Plan.
6. Submit Year Title III, Part A Year Two or Four Improvement Plan to Office of Bilingual and Migrant Education for approval.

Part I-C. Sample Plan

Data Analysis Summary (Use the results of the *Data Analysis Worksheet* to identify and describe the factors that prevented your school district from meeting AMAOs.)

Check the AMAO(s) that the district did not meet:

- AMAO 1:** Annual increases in the number or percentage of children making progress in learning English.
- AMAO 2:** Annual increases in the number or percentage of children attaining English proficiency.
- AMAO 3:** The number or percentage of students meeting Annual Measurable Objectives.

Data Analysis Summary:

Schools & grades not meeting targets:

Language Domains needing improvement:

Academic performance needing improvement:

ACCESS for ELLs categories needing academic improvement:

Primary language groups potential targets for bilingual program models:

SAMPLE PLAN

Setting Goals and Objectives Summary (Use the results of the *Data Analysis Worksheet*.)

Section 1: Program Characteristics

<i>Example Goal A: The program has strong, effective, and knowledgeable leadership.</i>			
<i>Example Goal B: The district uses a well-defined and inclusive process to select and refine a model design.</i>			
<i>Example Goal C: The district needs to hire additional personnel for every site in the district.</i>			
<i>Example Goal D: The district's adopted Dual Language Program Model supports the goals of first and second language proficiency, and cross-cultural understanding.</i>			
Summary of Analysis <ul style="list-style-type: none"> • <i>The district has a policy for educating ELLs, but it is in need of revision.</i> • <i>The district does not have a process to inform staff about the program implemented in their school.</i> • <i>Schools do not fully understand sheltered instruction or how ELL students were being served in their building.</i> • <i>Sheltered Instruction was a decision made at the central district office level and did not include building staff.</i> 			
Objective	Actions Step	Person(s) Responsible	Timelines

Part II-A. Your District's Improvement Plan

Team Members Names and Titles

Name	Title

Note: Parent participation is required in the development of the plan.

Superintendent Signature: _____ **Date:** _____

Part II-B. District Improvement Plan
Process One: Data Analysis Summary

Directions: Use the results of the *Data Analysis Worksheet* to identify and describe the factors that prevented your school district from meeting AMAOs.

Check the AMAO(s) that the district did not meet:

- AMAO 1:** Annual increases in the number or percentage of children making progress in learning English.
- AMAO 2:** Annual increases in the number or percentage of children attaining English proficiency.
- AMAO 3:** The number or percentage of students meeting Annual Measurable Objectives.

Data Analysis Summary:

Schools & grades not meeting targets:

Language Domains needing improvement:

Academic performance needing improvement:

Primary language groups potential targets for bilingual program models:

Process Two: Setting Goals and Objectives

Section I. Program Characteristics:			
<p>Directions: Use the LIPDP, AMAO results according to years of status, identify the goals and objectives of your Year Two or Year Four Title III Improvement Plan.</p>			
<p><i>Example Goal A. The program has strong, effective, and knowledgeable leadership.</i></p>			
<p><i>Example Goal B. The district uses a well-defined and inclusive process to select and refine a model design.</i></p>			
<p><i>Example Goal C. This goal is dependent on which program model is reviewed.</i></p>			
<p><i>Example Goal D. This goal is dependent on which program model is reviewed.</i></p>			
<p>Summary of Analysis (These can include strengths as well as changes to be made.)</p>			
Objective	Actions Step	Person(s) Responsible	Timelines

Section II. Instruction

Example Goal A. Instructional methods are derived from research-based principles in response to intervention or differentiated instruction on WIDA English Language Development Plan.

Example Goal B. Sheltered Instruction

Summary of Analysis (These can include strengths as well as changes to be made.)

Objective	Actions Step	Person(s) Responsible	Timelines

Section III. Specialized and Supplemental Curriculum

Example Goal A. Curricula utilized is research-based, incorporates language instruction and are linked with Oklahoma C3Standards and the WIDA English Language Development (ELD) Standards.

Summary of Analysis (These can include strengths as well as changes to be made.)

Objective	Actions Step	Person(s) Responsible	Timelines

Section IV. Staff Quality

Example Goal A. Recruitment and qualification of bilingual and English Language Development staff.

Summary of Analysis (These can include strengths as well as changes to be made.)

Objective	Actions Step	Person(s) Responsible	Timelines

Section V. Professional Development to Meet the Needs of ELL Students

Example GOAL A. The program has a quality professional development plan that builds the capacity of program and general education staff.

Example Goal B. Professional Development for Program Teachers

Example Goal C. Professional Development for Program Paraprofessionals

Example Goal D. Professional development for General Education Teachers, Staff and Administrators

Summary of Analysis (These can include strengths as well as changes to be made.)

Objective	Actions Step	Person(s) Responsible	Timelines

Section VI. Parent and Community Involvement

Example Goal A. The program communicates with appropriate stakeholders in the evaluation and development of program models.

Example Goal B. The program has parent education and support services that are reflective of the bilingual and multicultural goals of the program.

Summary of Analysis (These can include strengths as well as changes to be made.)

Objective	Actions Step	Person(s) Responsible	Timelines

Section VII. Student Assessment

Example Goal A. The district has a plan for continuous student assessment and when and how assessment data will be summarized and analyzed.

Example Goal A. The district has a plan for continuous student assessment and when and how assessment data will be summarized and analyzed.

Summary of Analysis (These can include strengths as well as changes to be made.)

Objective	Actions Step	Person(s) Responsible	Timelines

Section VIII. Program Evaluation

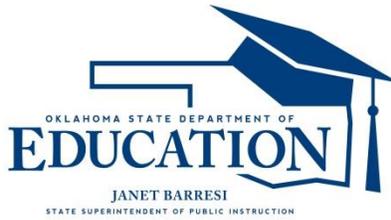


Example Goal A. The district has a plan for continuous improvement and evaluation of its instructional program for ELLs.

Summary of Analysis (These can include strengths as well as changes to be made.)

Objective	Actions Step	Person(s) Responsible	Timelines

LANGUAGE INSTRUCTION PROGRAM DELIVERY PLAN (LIPDP)



- 1. Enter your school district's 6 digit alpha-numeric code.**

- 2. Describe the school district's long-term educational goals for its language instruction educational program for English learners.**

- 3. What are the school district's short-term and long-term goals for assisting English learners in meeting state English language proficiency targets?**

- 4. Do the above goals prepare English learners to meet short-term and long-term academic goals for the school district? How?**

- 5. Who is the person(s) responsible for each step in the identification process?**

- 6. How does the school district ensure that all potential English learners needing language instruction educational services are scheduled for placement testing?**

- 7. Outline the time frame for each step of the potential English learner identification process.**

- 8. What are the criteria utilized to classify a student as an English learner and, therefore, in need of assessment of English language proficiency (ACCESS for ELLs Test) in the spring?**

- 9. How will the district maintain documentation of an English learner's placement in a language instruction educational program?**

- 10. Outline the district's procedures for ensuring all eligible English learners are assessed with the state's required English language proficiency assessment.**

- 11. What documentation will be maintained by the district, and who will be in charge of this documentation?**

- 12. Identify the person(s) responsible for assessing each English learner and any special training the individual may need to conduct the state's required English language proficiency assessment.**

- 13. How are parents notified of their child's placement in a language instruction educational program?**

- 14. How and where will language instruction educational services be delivered to English learners? Outline services provided by grade level and/or proficiency level.**

- 15. Have parents been included in the language instruction education program planning process? What specific input have parents of English learners provided?**

- 16. What notifications does the school district provide to parents in a language they can understand? List both notifications and the languages in which they are provided.**

- 17. If English learners are in the regular classroom for academic subjects, how does the school district ensure that they are able to participate meaningfully?**

18. What is the current staff-to-student English learner ratio in the school district? How many minutes and/or hours per week (by grade and proficiency level) of language instruction are provided to English learners?
19. Identify the person(s) responsible for providing services to the school district's English learners.
20. What standards are used in the instruction of the school district's English learners? Who is responsible for using these standards?
21. What methods and criteria does the school district utilize to ensure that all staff working with English learners are qualified to provide services to them?
22. What is the amount, type, and schedule of training that will be provided to all staff?
23. What materials and resources, such as supplemental specialized books and equipment related to language instruction, are needed to fully implement the school district's program for English learners?
24. If the school district does not currently have necessary resources, what is the schedule or plan for obtaining such resources?
25. How is assessment information used in the yearly evaluation of the school district's language instruction educational program?
26. What school district procedures are used to monitor first-year and second-year proficient students (also known as former English language learners)? What documentation is maintained as evidence of students who have exited the school district's language instruction educational program for English learners?
27. Identify the person(s) responsible for monitoring first-year and second-year proficient students.

28. What criteria are used to measure the success of current English learners in the school district's academic program?

29. What criteria are used to measure the success of former English learners in the school district's academic program?

30. What methods are used to inform all staff about equal opportunities available to English learners to participate in programs made available to non-English learners?

31. What assessment materials are available to determine English learners' eligibility for special programs?

32. What methods are used by the school district to notify parents and students of available programs, activities, and options?

33. Describe the school district's language instruction educational approach.

34. Enter all LIPDP Committee Meeting dates:

35. Enter the date that the LIPDP was completed:

36. Enter the LIPDP contact's name.

37. Enter the LIPDP contact's position in the school or district.

SERVICE DELIVERY PLAN

OKLAHOMA SERVICE DELIVERY PLAN

EXECUTIVE SUMMARY

The State Service Delivery Plan (SSDP) is mandated by federal law for all migrant programs, and it marks an important step forward in meeting the needs of migrant students. The Elementary and Secondary Education Act (ESEA) outlines the requirements for the plan's content. The purpose of the plan is to provide guidance for the work of the Migrant Education Program (MEP) in Oklahoma for the next five years with the focus of supporting migrant students to achieve high academic standards, thus closing the achievement gap between migrant and non-migrant students.

The State Service Delivery Plan represents the guideline to plan the work to be done not only at the state level but also at the regional and local levels. Eligible migrant students throughout Oklahoma are entitled to receive supplemental support services from the migrant education program. As a result, services offered by school districts and school sites should not supplant. Services provided may range from preschool programs to academic home visits, extended day and summer school classes, and health referrals among other activities. The basis of the SSDP is the Migrant Comprehensive Needs Assessment (CNA), which was originally conducted in 2007 and more recently updated in 2011. The Oklahoma MEP based the development of this plan on the results of the CNA together with the participation of the SC Comprehensive Center experts, migrant staff, students and parents.

The present service delivery plan was developed following the specific performance targets and recommendations aligned with Oklahoma Standards for all students resulting from the Comprehensive Needs Assessment, as follows:

- 1. Migrant preschool children are significantly underperforming when compared with their non-migrant peers on indicators of school readiness.**

Recommendation: Parents need to be trained on how to develop the necessary skills in their pre-kindergarten children to ensure they are prepared to enter kindergarten.

- 2. Migrant students have significant gaps when compared to their non-migrant peers in reading and math.**

Recommendation: English language development is critical for academic success. Many migrant students have a home language other than English. Migrant programs must find avenues to supplement the difficulties faced by migrant students in their English language proficiency levels in order to improve their academic achievement in reading and math.

- 3. An increased number of highly qualified education professionals must be employed in or contribute to migrant programs in areas such as planning, programming, and training of migrant staff.**

Recommendation: Provide professional development opportunities to administrators, teachers, tutors, and advocates working in migrant education programs to improve their instructional practices to migrant students.

- 4. Migrant parents do not participate in school activities as frequently as parents in general do.**

Recommendation: It is important to provide parents with workshops specifically tailored to the migrant population that inform migrant parents about the different aspects of the school system, as well as parenting

skills, to support their children's education at home.

5. **Demographic and achievement migrant student data, is often difficult to collect and in many databases it has not been possible to identify information about migrant students' health, graduation rate and out of school status.**

Recommendation: It is fundamental that data be disaggregated to identify the when and the where of migrant students' eligibility for specific services and support. The comprehensive needs assessment process developed awareness at the state and local programs level of the need to closely review all database systems. In some instances health and out-of-school youth status is not a required field when collecting data.

The indicators included in the SSDP are intended to support educators as they make decisions about how best to facilitate student learning in their schools. The migrant region and local school districts are expected to implement programs and services aligned with the statewide standards. The implementation of the SSDP is based on a cycle of continuous improvement. By federal law, the MEP must provide services first to **Priority for Service (PFS)** students, defined as those whose education has been interrupted due to mobility and/or who are at risk of failing.

The SSDP addresses the areas of concern identified through the updated Comprehensive Needs Assessment; the measurable program outcomes reflect the intended improvement in each of the identified needs of the migrant students and families, aligned with the Office of Migrant Education's Seven Areas of Concern. Measurable outcomes for each performance target are focused on the percentages of:

- a) migrant students who meet the annual proficiency target in reading as measured by their scores in the standardized State Assessments.
- b) migrant students who meet the annual proficiency target in mathematics as measured by their scores in the standardized State Assessments.
- c) migrant students who improve in their English language proficiency as measured by the ACCESS for ELLs performance assessment.
- d) preschool migrant students that enter early childhood programs with the necessary school readiness skills, as measured by the Oklahoma Early Childhood Program Skills Development Checklist

In each area, the SSDP identifies a performance target, two or three measurable outcomes, indicators, and suggested strategies to reach the performance target. The ultimate goal of the performance targets and measurable outcomes will support Oklahoma's efforts to close the achievement gap between migrant and non-migrant students.

Local MEPs will maintain autonomy in implementing strategies and services and therefore, have flexibility in designing their services that better fit with their district needs and resources in achieving the targeted outcomes. The Oklahoma MEP will monitor progress towards achieving the measurable outcomes at the district, regional, and state levels. Each local MEP will be held accountable through the outcome measures that focus on raising student achievement no matter how and what they choose to deliver in terms of service strategies. An evaluation framework will guide the state in evaluating the MEP's effectiveness. The overall goal for evaluation is to have effective strategies in place that provide information regarding the best use of MEP funds to achieve the performance goals and outcomes detailed in the present SSDP. Two questions will guide the performance of the MEP sites throughout the State of Oklahoma:

1. Are the programs being implemented, and if so, to what extent?
2. To what extent are programs for migrant students impacting student outcomes?
3. What changes and/or improvements need to be made to facilitate program success achieve its goals?

The next section describes the goals and strategies considered for improving the Oklahoma migrant education program.

SERVICE DELIVERY PLAN OF ACTION

Goal 1: School Readiness

Need: Migrant children lack readiness skills such as language, literacy, and social and motor development to effectively participate in Early Childhood programs.

Performance Target 1.1. The number of preschool migrant children attending high-quality early childhood education programs will increase each year until all migrant children enter school with the necessary skills with the same frequency as non-migrant students.

<p>Measurable Outcome 1.1 The percentage of the eligible migrant preschool children receiving a high-quality early childhood education will increase annually toward the statewide target.</p>	<p>Indicator 1.1 The MEP will identify the number of migrant children designated as attending early childhood programs as evidenced by migrant enrollment records.</p>
<p>Measurable Outcome 1.2 The percentage of children in MEP-funded-centers or home-based programs who are ready for kindergarten by age 5 will increase by 5 % each year.</p>	<p>Indicator 1.2 Each school year the program will identify the number of migrant children who are eligible to enter kindergarten the following year and designated as ready for kindergarten as measured by the Oklahoma Early Childhood Program Skills Development Checklist.</p>
<p>Measurable Outcome 1.3 The percentage of migrant kindergartners who enroll in kindergarten after the age of 5.9 years will decrease annually toward the statewide target.</p>	<p>Indicator 1.3 Each school year, the program will identify the number of migrant children who enroll in kindergarten after 5.9 years of age as measured by district records analyzed by the migrant program,</p>

Suggested Strategies:

- Assist families enrolling their children in center-based preschool programs.
- Promote parental awareness of school enrollment requirements and opportunities, and support parents enrolling their children in kindergarten in a timely manner.
- Provide activities and materials on child development for parents and guardians so that they can help their children learn at home (e.g., language development, reading, and mathematics readiness).
- Hire qualified program staff who reflect the ethnic, cultural, and linguistic diversity of the children in the program.
- Conduct in-home visits to provide cognitive and linguistic development activities for children.
- Conduct transition-to-school activities for preschool children.
- Organize 4-6 week summer academies for entering kindergarten students.
- Offer programs in which parents and families participate alongside their children.
- Create environments where parents feel empowered to advocate for their children.

Goal 2. Proficiency in Reading and Math.

Need: There are substantial gaps on the reading state assessments results between migrant students and non-

migrant students.

Performance Target 2.1: The number of migrant students that score proficient or above on statewide assessments in reading in grades 3-12 will increase each year until the gap between migrant and non-migrant students is closed.

<p>Measurable Outcome 2.1.1 Using the baseline of scores in the state standardized assessments, the percentage of migrant English learners moving from one proficiency level to the next (or making progress) will increase at a rate which is above the target for English learners statewide.</p>	<p>Indicator 2.1.1.1 Documentation on district/school activities intended to influence migrant student improvement of their English language proficiency as measured with the ACCESS for ELLs Test results (AMAO 1)</p>
<p>Measurable Outcome 2.1.2 Using the baseline of the Oklahoma state assessment scores the percentage of migrant English learners who would be expected to achieve English proficiency at Level 6 will increase at a rate at or above the target for the same group of English learners statewide</p>	<p>Indicator 2.1.2.2 The program will identify the percentage of migrant English learners that meet the requirements for the AMAO 2 according to their ACCESS for ELLs scores.</p>
<p>Measurable Outcome 2.1.3 The percentage of migrant students who score at the proficient level or above in English-language arts will be consistent with the State growth target.</p>	<p>Indicator 2.1.3.1 The program will identify the number of migrant students who score proficient or above on the Oklahoma Core Criterion Tests (OCCTs) in English-language arts. (AMAO3)</p>

Performance Target 2.2: The number of migrant students that score proficient or above on statewide assessments in Mathematics in grades 3-12 will increase each year until the gap between migrant and non-migrant students is closed

<p>Measurable Outcome 2.2.1 The number of migrant students in grades 3-12 who are proficient in math will be consistent with Oklahoma's growth targets.</p>	<p>Indicator 2.2.1.2 The program will identify the number of migrant students scoring proficient or advanced on the OCCTs in mathematics.</p>
<p>Measurable Outcome 2.2.2 The number of migrant students who score at the proficient or advanced level in math 3-12 will increase by at least 5 percentage points annually.</p>	<p>Indicator 2.2.2.1 The program will identify the number of migrant students who score proficient or advanced on the OCCTs.</p>

Suggested strategies:

- Provide training to MEP staff on differentiated instructional strategies for reading and math.
- Provide information and materials to instructional staff on scientifically-based teaching strategies.

- Provide high quality curriculum aligned with tools for assessment and progress monitoring.
- Provide individual and small group strategic, content-based tutoring.
- Monitor individual progress in the areas identified as needing development per an individual needs assessment for each migrant student.
- Emphasize language-based content instruction.
- Utilize technology as a tool for student academic improvement.
- Extend instructional time through multiple programs such as after school programs, Saturday classes, intersession classes, and/or standards-based 4-6 week summer school programs.
- Hire highly qualified teachers for summer academies and extended instructional time.
- Provide immediate feedback for students as they are learning.
- Use student’s home languages to build understanding of concepts.
- Use culturally relevant materials to improve understanding of concepts.
- Offer family literacy opportunities to parents for home support.

Goal 3. Professional Development

Need: An increased number of highly qualified education professionals need to be employed in or contribute to migrant programs in areas such as planning, programming, and training of migrant staff.

Performance Target 3.1: Every school year, continuous targeted professional development opportunities will be provided to administrators, teachers, tutors, recruiters, and advocates working in migrant education programs.

<p>Measurable Outcome 3.1.1 High quality targeted professional development on migrant issues (culture, language acquisition, parental involvement, etc.) will be provided to administrators, teachers, tutors, recruiters, advocates, and volunteers before the beginning of the school year</p>	<p>Indicator 3.1.1.1 Documents to be used as proof of the number of hours and/or professional development opportunities in which the target audience has participated (agendas, materials, sign-in sheets, evaluations, etc.)</p>
<p>Measurable Outcome 3.1.2 Both MEP staff and district staff will participate in professional development opportunities to ensure that regional and local planning and implementation of programs and services are aligned to the SSDP’s performance targets and measurable outcomes.</p>	<p>Indicator 3.1.2.1 The program will survey educators working with migrant students to identify the impact of the professional development opportunities offered through the MEP.</p>

Suggested strategies:

- Provide training during the summer about the OME guidelines to meet the requirements of the MEP.
- Establish communities of learning or study groups that provide educators professional development using technology.
- Distribute materials to support migrant-specific professional development activities among MEP staff.
- Identify content or methods specialists in a variety of high-need areas to provide workshops on topics that include but are not limited to:
 - Oral language development for English learners ages three-twenty one;

- Best uses of primary language development for English learners;
- Family literacy activities;
- Use of data to inform instruction and program planning;
- Differentiated Instruction;
- Parental involvement; and
- Cultural differences and the impact of culture in education.

Goal 4. Parent Involvement

Need: Oklahoma Migrant parents do not participate in school activities as frequently as parents in general do.

Performance Target 4.1 The number of migrant parents who participate in school initiatives in order to become involved in their children’s education will increase each school year.

<p>Measurable Outcome 4.1.1 Each school year, MEP parents/guardians, schools, and staff/volunteers will increase the use of research-based partnership practices in the education of students.</p>	<p>Indicator 4.1.1.1 The program will survey parents and MEP staff on research-based involvement practices, and results will be correlated with student success measures available.</p>
<p>Measurable Outcome 4.1.2 MEP programs and staff/volunteers will work with parents to reduce identified barriers to parent involvement in the education of their children each year by 10 percent.</p>	<p>Indicator 4.1.2.1 The program will survey parents, school, and MEP staff on barriers to parent involvement, and results will be correlated with student success measures available.</p>

Suggested Strategies:

- Establish programs to promote both parent involvement in the education of their children and support families as partners in education by:
 - Providing opportunities for families to build awareness about their roles and responsibilities as partners in their children’s education.
 - Providing opportunities to help students develop responsibility with their own educational progress.
 - Providing training opportunities and direct one-on-one support to parents/families.
 - Providing support services such as transportation, home visits, childcare, and referrals to additional services.
 - Supporting families to continue their education through collaboration with outside providers.
 - Connecting parents/families to community resources to eliminate barriers and build resiliency.
 - Helping families to honor, share, and celebrate their different backgrounds and build support networks.
- Assist schools in building partnerships with MEP parents/families by:
 - Training school staff about the experiences and needs of migrant children and families and how to partner effectively with parents and families.
 - Implementing a home visit program and/or support teachers in making home visits.
 - Hosting regular parent/teacher/student/MEP liaison meetings to monitor student progress.
- Establish a base of funding level that MEPs are expected to use for parent involvement activities.

- Assure Parent Advisory Council participation in the planning, operation and evaluation of the MEP.
- Regularly provide outreach and build collaborative partnerships with parents/families, students, schools, and community agencies to promote student success.
- Develop and implement a repertoire of parent involvement and school, family, and community partnerships activities by trained staff.
- Train parents on how to support their children 's education at home.

Goal 5. Data Disaggregation

Need: Migrant student data, both demographic and achievement, is difficult to collect. In many databases it is not possible to identify information about migrant students' health, graduation rate, and out of school status.

Performance Indicator 5.1. Disaggregated data will be collected for migrant students' status in the areas of health, graduation rate, and out-of- school youth.

<p>Measurable Outcome 5.1.1 MEPs will have available data and include such information in their reports to OSDE that shows the status of migrant students on the areas of health, graduation rate, and services for out-of-school youth</p>	<p>Indicator 5.1.1.1 Reports submitted to OSDE MEP detailing the status of students in the mentioned areas of concern</p>
<p>Measurable Outcome 5.1.2 Report on additional support initiatives that result from the analysis of the disaggregated data obtained on the areas of health, graduation rate, and services for out-of-school youth</p>	<p>Indicator 5.1.2.1 Detailed report of the strategies provided to migrant students as the result of the data on the areas herewith mentioned.</p>

Suggested strategies:

- Adjust the existing databases to include status of migrant students on specific topics that include health, graduation rate, and status of out-of-school youth.
- Provide training to regional and local MEPs to have available such data and include measurable objectives in their SDP which will provide targeted support in the areas mentioned above to eligible migrant students.
- Provide each MEP in the state with a checklist that details the documentation needed to be in compliance with OME guidelines.

Once the data is disaggregated, some additional suggested strategies to provide services to migrant students in the area of health are:

- Provide health care resource materials and health education for parents and families.
- Conduct needs assessments to determine migrant students' health needs and insurance eligibility, whenever possible within 30 days of the student's enrollment.
- Assist families in obtaining health insurance.
- Ensure that migrant students participate in health screenings provided by the LEA or other health agency.
- Coordinate and collaborate with health, social, and welfare agencies to ensure access to appropriate services.
- Provide health care referrals appropriate to identified needs.
- Provide emergency medical, dental, and other health services.

- Provide early intervention services, such as counseling and mentoring, support groups, and student assistance programs.

Additional suggested strategies to support migrant students to graduate from high-school:

- Extend instructional time through after school programs, Saturday classes, intersession classes, and/or standards-based 4-6 week summer school programs
- Assign an advisor for migrant students most in need to provide academic conferencing, support, and advocacy.
- Provide parents and students with information about 1) graduation requirements; 2) navigating the school system; 3) parent/guardian role in supporting child’s education; 4) understanding student transcripts, progress reports, and report cards; and 5) preparation for teacher conferences.
- Provide academic conferencing for students at risk of not graduating.
- Provide individual and small group tutoring.
- Provide instruction in note-taking and study skills.
- Provide options for alternative credit accrual, as the Portable Assisted Study Sequence (PASS)

Additional suggested strategies to support out-of-school migrant youth (OSY):

- Employ a case management staff to coordinate services to students and families.
- Hire qualified staff who possess strong bilingual and case management skills and who are familiar with the service area and have experience in working with young adults.
- Ensure that data is entered into the migrant database and update as required.
- Provide services at times and days convenient for the OSY (e.g., evenings, weekends, and summers).
- Provide access to adult education classes, high school credit classes, Mexican consulate programs, transition to college programs, community colleges, and Job Corps.

EVALUATION PLAN

The purpose of the evaluation is to answer the following implementation and outcome questions.

1. Are the programs being implemented appropriately, and if so, to what extent?
2. To what extent are programs for migrant students impacting student outcomes?
3. What changes and/or improvements need to be made to facilitate program success for the migrant students?

The evaluation of the MEP will be both formative and summative in nature. Formative evaluation will provide data that will, in turn, better enable program development, improve service delivery, and/or enhance program outcomes through timely feedback. The formative evaluation will document regional/local implementation of programs and services in the SSDP at least twice a year at the end of each school semester.

The evaluation will provide information and evidence on progress toward the implementation of programs and services and quality indicators as mentioned in the SSDP, identifying challenges and obstacles and describing the local context of service delivery. It will analyze student outcome data as delineated annually by SSDP indicators to gauge progress toward SSDP performance targets, identifying trends in academic achievement and non-academic measures for migrant students, and highlighting performance targets of concern. With this information MEP staff and other key stakeholders will be able to make “mid-course” decisions both about service delivery and the evaluation’s focus.

Summative evaluation provides information on whether a program has met its goals or objectives and informs decisions about the continuation, modification, or expansion of a program. The summative evaluation will provide an assessment of the SSDP’s impact on the academic achievement and non-academic development of migrant children. It will highlight trends in factors affecting the implementation of programs and services. The information will assist the MEP, regions,

LEA administrators, and parents to understand factors affecting service delivery and outcomes. Identifying these factors will enable key stakeholders to address obstacles to service delivery. These stakeholders will also be able to make informed decisions regarding maintenance, expansion, modification, and termination of specific services and programs. Student outcome data will provide a basis for program accountability to local, state, and federal stakeholders. Evaluation findings and accompanying data will provide MEP staff, region/ local administrators, LEA administrators, and parents' information about the effectiveness of programs and services for migrant children.

The evaluator will employ quasi-experimental, mixed-methods, objective-driven approaches. The approach is quasi-experimental (i.e. not using treatment or control groups as in true experiments) because, although there are various categories of migrant student participants, they are not randomly assigned to groups or interventions. The approach is mixed-methods, meaning it will employ both qualitative and quantitative data collection and analytic methods to evaluate SSDP implementation and outcomes. Finally, the approach is objective-driven because it is assessing attainment of program objectives. This approach has proved to be more reliable to answering the evaluation questions, as it takes advantage of varying sources and types of data, yet focuses on the extent to which regional priority strategies have been implemented and objectives have been achieved.

In addition, the evaluator will examine other factors related to program services. These factors may include the benefit of specific program services, such as advocacy, safety net services, and enrichment activities; timely enrollment for qualified moves; any mismatch between diagnosis (need) and services provided; differences in instruction among different districts and schools; and differences in service delivery systems. Research shows that the family's role is critical to a child's learning, so the evaluation will collect and analyze data related to MEP family services and migrant parents' involvement in their children's education.

EQUITABLE DISTRIBUTION PLAN

The Equitable Distribution Plan is required for LEAs that have more inexperienced teachers assigned to a particular school site than there are experienced teachers assigned to that same site. An inexperienced teacher is one that has 3 years or less of teaching experience. An experienced teacher is one that has more than 3 years of teaching experience.

LEAs are required to report this information on the Equitable Distribution of Teachers tab in the Comprehensive District Academic Plan. An LEA that reports at least one school site with an inequitable distribution of teachers (more inexperienced teachers at a site than experienced teachers) must develop an Equitable Distribution Plan for each site in that particular situation. The United States Department of Education considers an equitable distribution of teachers to be a potential factor in assuring that students, particularly in low-income, high minority schools, receive a quality education provided by a qualified staff.

While there is no specific form outline that can be provided in a template, there are some specific components that each LEA required to develop the Equitable Distribution Plan should include:

- Self-Assessment and explanation for why the LEA was not able to achieve an equitable distribution of teachers at the particular school sites.
- The LEA's plan for recruiting and retaining experienced teachers at the school(s).
 - Incentives, academic schedule change, tuition reimbursement, etc.
- Explanation for how teacher assignments are currently determined across the LEA, and where changes in this process could take place to address the inequitable distribution issue.
- Steps the LEA plans to take to get more experienced teachers placed at the lower-income sites.

EDUCATIONAL ASSISTANCE PLAN

Tuition reimbursement is allowable from Title II Part A as a strategy to improve teacher and principal quality, and promote their professional growth.

Depending on the amount an employer provides to its employees, IRS requires the employer (LEA) to report employee's (teacher/principal) income on the W-2 Form. (For more information see <http://www.irs.gov/publications/p970/ch11.html>)

Whether tuition reimbursement is taxable or not is between the teacher and the employer, and it depends on the amount received and if the employer has a written Educational Assistance Plan.

The *Educational Assistance Plan* is a written plan that stipulates tuition reimbursement to employees. Although the OSDE has no template that LEAs may use, there are components that must be covered in this plan. The *Educational Assistance Plan* must:

1. **Establish the eligibility requirements** for school personnel to receive tuition reimbursement from Title II A funds.
Eligibility criteria examples: be a certified teacher, teach a core academic subject (and give a definition of what is considered a core academic subject), work towards an advanced degree in a core academic subject, etc.
2. **Not be discriminatory in its eligibility requirements**
Indicate that the eligibility requirements are exclusively based on ... (LEA created list), and they do not discriminate against (LEA created list).
3. **Not favor highly compensated employees.**
Describe how the plan meets this requirement, such as: tuition reimbursement is open to all certified teachers who meet the above eligibility requirements, regardless of ... (LEA created list, including teacher remuneration).
4. **Indicate the amount that employees may receive during a school year.**
This will keep things equitable, and will not favor one teacher to receive all or the majority of the amount budgeted by the district for tuition reimbursement. Furthermore, please keep in mind that an LEA can never pay for an entire degree (even though a few classes are paid at a time).
5. **Be publicized to all employees who are eligible to participate.**
Make this plan part of the Faculty Handbook for example (to indicate that it is publicized and accessible to all employees, at any time). Then, you mention ways of disseminating this document.

LETTERS

PARENTS RIGHT-TO-KNOW LETTER

Date (Beginning of School Year)

Dear Parents and Guardians:

In accordance with the *No Child Left Behind Act of 2001* (NCLB), Section 1111(h)(6) PARENTS' RIGHT-TO-KNOW, this is a notification from _____ District to every parent of a student in a Title I school that you have the right to request and receive information in a timely manner regarding the professional qualifications of your student's classroom teachers. The information regarding the professional qualifications of your student's classroom teachers shall include the following:

- If the teacher has met state qualification and licensing criteria for the grade level and subject areas taught;
- If the teacher is teaching under emergency or temporary status in which the state qualifications and licensing criteria are waived;
- The teachers baccalaureate degree major, graduate certification, and field of discipline; and
- Whether the student is provided services by paraprofessionals, and if so, their qualifications

In addition to the above information you will be notified if your student has been taught for four or more consecutive weeks by a teacher that is not highly qualified.

If you have questions or concerns, please feel free to contact the school principal at _____.

Sincerely,

District Superintendent

PARENTS RIGHT-TO-KNOW

Section 1111(h)(6)

(A) QUALIFICATIONS.—At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student’s classroom teachers, including, at a minimum, the following:

(i) Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.

(ii) Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived.

(iii) The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.

(iv) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

(B) ADDITIONAL INFORMATION.—In addition to the information that parents may request under subparagraph

(A), a school that receives funds under this part shall provide to each individual parent—

“(i) information on the level of achievement of the parent’s child in each of the state academic assessments as required under this part; and

“(ii) timely notice that the parent’s child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified.

(C) FORMAT.—The notice and information provided to parents under this paragraph shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

PARENTS NOTIFICATION REGARDING “HIGHLY QUALIFIED” STATUS

Date

Dear Parents and Guardians:

The federal *No Child Left Behind Act of 2001* (NCLB) requires all schools to notify parents or guardians after a class has been taught for four consecutive weeks by a teacher who is not considered “highly qualified” for that specific subject area. While there are a variety of ways in which a teacher can demonstrate that he or she is “highly qualified” in a given subject, the requirement is considerably more difficult to meet for a teacher who is responsible for teaching several core subject areas.

The purpose of this letter is to notify you as required that Mr./Ms. _____ is not currently considered “highly qualified” under NCLB in one or more subjects being taught to your son or daughter.

Please be assured that this does not mean this teacher is not qualified for this assignment. Mr./Ms. _____ does meet state requirements for this position. Given his/her professional experience, we believe that your child is receiving high-quality education in his/her class. (Additional information or explanation is district’s option.)

If you have any concerns regarding this information, you have a right as a parent to review the qualification of your child’s teachers. Please contact name/title at number if you have any questions.

Sincerely,

District Superintendent

PARENT NOTIFICATION LETTER REGARDING FAILURE-TO-MEET TITLE III AMAOs

SAMPLE LETTER FOR A **CONSORTIUM** NOT MAKING TITLE III
ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOS)

(INSERT DATE)

Dear Parents/Guardians:

The *No Child Left Behind Act of 2001* requires states to set specific student achievement goals for children learning to speak English. The ACCESS for ELLs Test is used in Oklahoma to measure the development of students' skills.

NCLB also requires the Oklahoma State Department of Education to annually review the performance of each school district that receives funds under Title III for language instruction. School districts must meet the following three targets:

2010-2011

1. 64 percent (64%) of English language learners must make progress in acquiring English language proficiency;
2. 22 percent (22%) of English language learners must attain English language proficiency; and
3. English language learners must achieve Annual Measurable Objectives (AMOs) in language arts and mathematics.

Our district belongs to a consortium, which is a group of school districts. The consortium met number(s) ____ and ____ of the three targets. As a member of the consortium, we also report our district's results to parents. (NAME OF SCHOOL DISTRICT) met number(s) ____ and ____ of the above targets.

If you have any questions about the performance of your child, please contact (NAME AND CONTACT INFORMATION FOR SCHOOL DISTRICT CONTACT PERSON) for information on programs within (SCHOOL DISTRICT NAME) to help students attain English language proficiency and meet academic content goals.

Sincerely,

(SUPERINTENDENT'S NAME)
(SCHOOL DISTRICT NAME)

SAMPLE LETTER FOR **A SCHOOL DISTRICT** NOT MAKING TITLE III ANNUAL MEASURABLE
ACHIEVEMENT OBJECTIVES (AMAOS)

(INSERT DATE)

Dear Parents/Guardian:

The *No Child Left Behind Act of 2001* requires states to set specific student achievement goals for children learning to speak English. The ACCESS for ELLs Test is used in Oklahoma to measure the development of students' English language skills.

NCLB also requires the Oklahoma State Department of Education to annually review the performance of each school district that receives funds under Title III for language instruction. School districts must meet the following three targets:

2012-2013

1. 64 percent (64%) of English language learners must make progress in acquiring English language proficiency;
2. 22 percent (22%) of English language learners must attain English language proficiency;
and
3. English language learners must achieve Annual Measurable Objectives (AMOs) in language arts and mathematics.

Our school district met number(s) _____ and _____ of the three targets.

If you have any questions about the performance of your child, please contact (NAME AND CONTACT INFORMATION) for information on your child's language instruction program. This program is designed to help your child become proficient in the English language and meet academic content goals.

Sincerely,

(SUPERINTENDENT'S NAME)
(SCHOOL DISTRICT NAME)

SAMPLE LETTER FOR A **CONSORTIUM** NOT MAKING TITLE III
ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOS)

_____ de _____ de 2014

Estimados Padres de Familia o Tutores:

La Ley del 2001, dice que “Ningún Niño se quede Atrás,” (conocida en ingles por sus siglas *NCLB*) require que todos los Estados establézcan estándares de aprendizaje para los niños que están aprendiendo el idioma ingles. *NCLB* require que el Estado evalúe cada año a los estudiantes quienes están aprendiendo inglés. El Estado de Oklahoma adoptó el siguiente examen: “Evaluando la Comprensión y la Comunicación en Inglés de Estado a Estado (con sus siglas en inglés, *ACCESS for ELLs*).

NCLB además require que el Departamento de Educación del Estado de Oklahoma revise anualmente el funcionamiento de cada una de las Agencias Educativas Locales (conocidas en ingles como *LEA* y que reciban los fondos bajo la Ley del Título III). Los estudiantes de inglés en estas agencias deben cumplir con tres requisitos:

1. Progreso anual en el aprendizaje del idioma ingles,
2. Logro del conocimiento del idioma ingles demostrado por el examen “ACCESS,” y
3. Estándares académicos en los Artes de Lenguaje del Inglés y en las Matemáticas.

En el año escolar 2012-2013, Las Escuelas de _____ pertenece a un consorcio, que es un grupo de distritos escolares. El consorcio se cumplió con los números _____ y _____ de estos requisitos. Como miembro del consorcio, también nos gusta informarles los resultados de nuestro distrito a los padres de los estudiantes que están aprendiendo el idioma inglés. Las Escuelas de _____ cumplieron con los números _____ y _____ de los requisitos anteriormente dichos.

Si usted tiene alguna pregunta acerca del aprendizaje de su hijo(a), contacte la Escuela que le corresponde. Por favor comuníquese con _____, Coordinador(a), para mayor información de los programas dentro del Distrito Escolar que ayudan a los estudiantes a obtener habilidad en inglés y a cumplir con los objetivos académicos. Usted puede comunicarse con _____ a la siguiente dirección:

District Address
City, State, Zip
Phone Number
E-mail

Atentamente,

Name, Title
Name of District

SAMPLE LETTER FOR A **SCHOOL DISTRICT** NOT MAKING TITLE III
ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOS)

_____ de _____ de 2014

Estimados Padres de Familia o Tutores:

La Ley del 2001, dice que “Ningún Niño se quede Atrás,” (conocida en ingles por sus siglas *NCLB*) require que todos los Estados establézcan estándares de aprendizaje para los niños que están aprendiendo el idioma ingles. *NCLB* require que el Estado evalúe cada año a los estudiantes quienes están aprendiendo inglés. El Estado de Oklahoma adoptó el siguiente examen: “Evaluando la Comprensión y la Comunicación en Inglés de Estado a Estado (con sus siglas en inglés, *ACCESS for ELLs*).

NCLB además require que el Departamento de Educación del Estado de Oklahoma revise anualmente el funcionamiento de cada una de las Agencias Educativas Locales (conocidas en ingles como *LEA* y que reciban los fondos bajo la Ley del Título III). Los estudiantes de inglés en estas agencias deben cumplir con tres requisitos:

4. Progreso anual en el aprendizaje del idioma inglés,
5. Logro del conocimiento del idioma ingles demostrado por el examen “ACCESS,” y
6. Estándares académicos en los Artes de Lenguaje del Inglés y en las Matemáticas.

Las Agencias Educativas Locales (*LEA*) que cumplan con uno ó dos requisitos de los tres exigidos, tendrán que reporter esa información a los padres de los estudiantes que están aprendiendo el idioma inglés. En el año escolar 2012-2013, Las Escuelas de _____ cumplieron con _____ de los factores anteriormente dichos.

Si usted tiene alguna pregunta acerca del aprendizaje de su hijo(a), contacte la escuela que le corresponde. Por favor comuníquese con _____, Coordinador(a), para mayor información de los programas dentro del Distrito Escolar que ayudan a los estudiantes a obtener habilidad en inglés y a cumplir con los objetivos académicos. Usted puede comunicarse con _____ a la siguiente dirección:

District Coordinator’s Address
City, State, Zip
Phone Number
E-mail

Atentamente,

Name, Title
Name of School District

PARENT NOTIFICATION COMPONENTS 3302(a)(1-8)

September 17, 2013

To the parent(s)/guardian(s) of: _____ School: _____

Student ID Number: _____ Grade: _____ Home language: _____

Dear Parent(s): Upon enrollment, a language other than English was noted on your child's Home Language Survey. Pursuant to federal law, our school district is required to assess the English language proficiency of your child. This form is intended to notify you of these assessments and our recommendation for program placement that is available to your child according to Federal Title III Law.

Your child enrolled in our school on _____, _____ and has been identified as needing services for English language learners (ELL). Our school uses the WIDA ACCESS Placement Test (W-APT) and the Pre-K Screening Tool to identify students for the ELL program. Fully English Proficient students score an Overall Grade Adjusted Composite 5.0 AND a 4.5 Grade Adjusted Literacy on the W-APT or 70% on Pre-K Screening Tool.

Your child scored _____ on the W-APT the Pre-K Screening Tool

The above English proficiency score indicates that:

Your child **does not qualify** for ESL instruction. Your child **does qualify** for ESL instruction.

Our ELL program consists of pull-out ESL (POE), sheltered English instruction (SEI), and structured English immersion (SEI). The two primary goals of the program are to help your child learn English and to help her/him meet the state content standards. With those two goals in mind, our teachers use a variety of research-based strategies to deliver the best language instruction to your child. If your child receives special education services, he or she will receive a language instruction educational program designed to meet the individualized education program (IEP).

You can expect your child to transition from his or her language instruction educational program within three to five years. Your child will remain in the language instruction educational program until he/she has obtained a composite score of 5.0 in the ACCESS for ELLs test (tier B or C) with a 4.5 in Literacy. In addition, your child will be monitored for two years to ensure complete academic success. All language instruction services have been outlined on your child's Language Instructional Education Plan (LIEP), including information about graduation from secondary school.

Please mark all that apply and return the completed form to your child's school.

- I would like these services for my child.
- I would like to schedule a parent conference to discuss the options for my child.

Special Note: If this form is not returned within one week, the district will assume agreement with the language service decision and begin implementation of educational programming immediately.

Please RETURN THIS FORM TO the school on _____ if you would like to schedule a parent conference to discuss English language program options for your student.

Signature of parent or guardian

Telephone

Date

FORMS

TITLE I SCHOOL-PARENT COMPACT

Section 1118(d)(1)(2)(A)(B)(C)

Any school receiving Title I funds must have a School-Parent compact. *Section 1118(d)* A compact is a voluntary agreement between groups of people and is a component of the school-level parent involvement policy. It outlines how parents, school staff, and students will share the responsibility for improved student academic achievement.

The school's responsibility is to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet Oklahoma's student academic standards.

The parent's responsibility is to support their child's learning, such as monitoring attendance, completion of homework, and monitoring television, and other outside activities. Parent's should also be encouraged to volunteer in their child's classroom and assist in making decisions relating to the education of their children. *Section 1118(d)(1)*

School responsibilities: *Section 1118(d)(1)*

- Provide high-quality curriculum and instruction;
- Provide a supportive and effective learning environment; and
- Enable children to meet with state's standards.

Parent's responsibilities: *Section 1118(d)(1)*

- Monitor attendance, homework completion, television watching, and other outside activities;
- Volunteer in their child's classroom; and
- Assist with decisions relating to the education of their children.

The law also stresses that the compact should address the importance of communication between teachers and parents on an ongoing basis. *Section 1118(d)(2)*

Communication: *Section 1118(d)(2)(A)(B)(C)*

- Conduct parent-teacher conferences in elementary schools, at least annually, during which the compact should be discussed as the compact relates to the child's achievement;
- Provide frequent progress reports to parents on their children's progress; and
- Provide reasonable access to staff, and opportunities to volunteer and observe in the classroom.

ELEMENTARY LEVEL SCHOOL-PARENT COMPACT

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students, and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out and to support student success in school and in life.

As a STAFF MEMBER, I will provide your child with every opportunity to learn and grow by:

- Maintaining a quiet and organized workplace;
- Having a high expectation of myself and my students;
- Giving instruction and assignments appropriate for the skill and development required by state and district standards;
- Monitoring student work on a daily basis to ensure success and progress; and
- Reporting regularly to parents with returned work, written notices, and conferences.

As a STUDENT, I will keep my focus on what is important in meeting my goal of learning by:

- Being in class on time, every day, with my homework in hand and prepared to work;
- Allowing the teacher to teach and everyone in class to learn;
- Completing my work on time and accurately;
- Keeping my hands, feet, objects, and comments to myself; and
- Respecting others and their property.

As a PARENT/GUARDIAN, I will support _____'s (name of school) programs and activities that give my child the optimum opportunity for learning by:

- Expecting my child to complete daily homework assignments independently and discuss his/her results for improved learning, and check for a timely return to school;
- Accentuating the positive events at school and help my child resolve issues of concern and conflict;
- Supporting the discipline policy and reinforcing the highest expectations of the school staff;
- Reading to and listening to my child read daily as a way of building a lifelong interest and joy of reading;
- Seeing that my child gets adequate rest and is in school on time with a positive outlook;
- Attending conferences to discuss my child's progress and attending events which showcase my child's work and learning experiences; and
- Providing and maintaining accurate information on my child's records for contact.

Parent/Guardian:		Date:	
Student:		Date:	
Teacher:		Date:	
Principal:		Date:	

MIDDLE SCHOOL LEVEL SCHOOL-PARENT COMPACT

Our school philosophy as a school is that families, students and school staff should work in partnership to help each student reach his/her potential. **As partners we agree to the following:**

As a student I will:

- Believe that I can learn and will learn;
- Read for at least 30 minutes, five days a week;
- Come to class on time, ready to learn and with assignments completed;
- Set aside time every day to complete my homework;
- Know and follow the school and class rules;
- Follow the school's uniform dress code;
- Regularly talk to my parents and my teachers about my progress in school; and
- Respect my school, classmates, staff and family.

Student Signature _____

As a parent/guardian or family member I will:

- Talk to my child regularly about the value of education;
- Monitor television viewing and make sure that my child reads every day;
- Make sure that my child attends school every day, on time, and with homework completed;
- Support the school's discipline and uniform dress code;
- Monitor my child's progress in school;
- Make every effort to attend school events such as parent-teacher conferences, Open House and Back-to-School Night;
- Ensure that my child receives adequate sleep, regular medical attention and proper nutrition;
- Participate in shared decision making with school staff and other families for the benefit of students; and
- Respect the school, staff, students and families.

Parent/guardian Signature _____

As a teacher I will:

- Communicate high expectations for every student;
- Endeavor to motivate my students to learn;
- Teach and involve students in classes that are interesting and challenging;
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community;
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class;
- Communicate regularly with families about their child's progress in school;
- Provide assistance to families on what they can do to support their child's learning;
- Participate in shared decision making with other school staff and families for the benefit of students; and
- Respect the school, staff, students and families.

Teacher Signature _____

Principal Signature _____

HIGH SCHOOL LEVEL SCHOOL-PARENT COMPACT

Schools, families, and students benefit when they all take collective responsibility for quality education. When a partnership exists and each partner fulfills his/her responsibilities, student learning improves. The term school community refers to teachers, students, families, other school staff and community members. The signatures below indicate our support of and commitment to the following responsibilities:

<i>Administrative Responsibilities</i>	<i>Teacher Responsibilities</i>	<i>Family Responsibilities</i>	<i>Student Responsibilities</i>
1. Through collaborative decision making, create with the involvement of staff, families, students and the community, a compelling school vision and quality educational program with high standards that are widely understood and embraced by the school community.	1. Through collaborative decision making with colleagues, families and students, create a school vision and quality educational program with high standards that are widely understood and embraced by the school community.	1. Through collaborative decision making, participate with school staff and students in creating a compelling school vision and quality educational program with high standards that are widely understood and embraced by the school community.	1. Through collaborative decision making, participate with parents and school staff in creating a compelling school vision and quality educational program with high standards that are widely understood and embraced by the school community.
2. Provide instructional leadership to ensure appropriate instructional practices, high academic standards, student support, and the delivery of a quality core curriculum to all students.	2. Endeavor to motivate my students to learn. Provide appropriate and varied classroom instruction that actively involves students, and maintain high standards within each subject.	2. Communicate the value of education, and provide home support and monitoring of student academic work and progress in school.	2. Produce quality work that meets the high standards of each class.
3. Provide a safe, orderly and positive teaching/learning environment.	3. Provide a safe, orderly, and caring classroom environment conducive to learning.	3. Establish a schedule with my child for study time, television viewing, peer activities and out-of-school time.	3. Attend school regularly, on time, and with completed homework. Follow agreed schedule and home/school rules.
4. Provide appropriate professional development for staff, families and students to improve teaching and learning and to support collaborative partnerships with families and the community.	4. Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.	4. Participate in training opportunities with staff that help to improve teaching and learning both at home and at school.	4. Participate in school activities with my parents and teachers that help to improve teaching and learning both at home and at school.
5. Maintain open two-way communication between the home and school.	5. Establish two-way communication with families about student progress in school.	5. Communicate regularly with the school.	5. Tell parents honestly what is happening at school and help to maintain two-way communication.
6. Respect the school, students, staff and families.	6. Respect the school, students, staff and families.	6. Respect the school, staff, students, and families.	6. Respect the school, staff, students, and families.

Signatures

Principal

Teacher

Parent/Guardian

Student

Returned and filed at school this _____ day of _____, 20_____.

PARAPROFESSIONAL QUALIFICATIONS FORM

Section 1119(c)(1)

Each district receiving assistance under Title I, Part A must ensure that all paraprofessionals working in a program supported by Title I, Part A funds meet the No Child Left Behind (NCLB) requirements. *Section 1119(c)(1)*

The following paraprofessional duties are considered instructional support:

- To provide one-on-one tutoring at a scheduled time when the student would otherwise not be receiving instruction from a teacher;
 - To assist with classroom management, such as organizing instructional and other materials;
 - To provide assistance in a computer laboratory;
 - To conduct parental involvement activities;
 - To provide support in a library or media center;
 - To act as a translator; or
 - To provide instructional services to students under the direct supervision of a highly qualified teacher.
- Section 1119(g)(2)(A-G)*

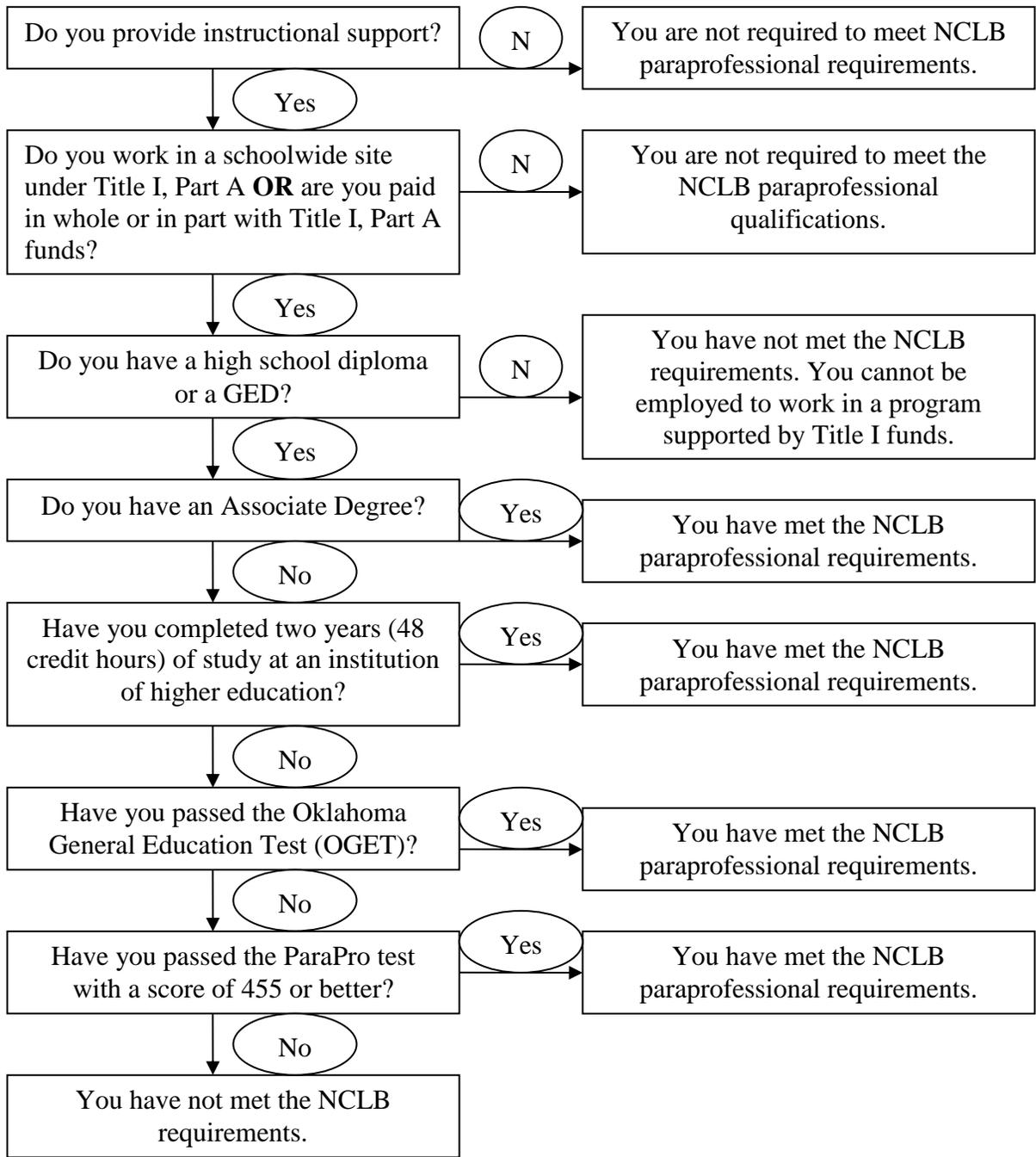
When providing any instructional support services the paraprofessional must be under the direct supervision of a highly qualified teacher.

In a schoolwide site all instructional support paraprofessionals must meet the Title I, Part A requirements. In a targeted assistance site only those instructional support paraprofessionals who are paid in whole or in part with Title I, Part A funds must meet the Title I, Part A requirements.

A paraprofessional must complete at least one of the following:

- Completed at least 2 years (48 credit hours) at an institution of higher education;
- Obtained an associate (or higher) degree; or
- Completed the Oklahoma General Education Test (OGET) or the ParaPro Test and achieved a passing score. *Section 1119(c)(1)(A)(B)(C)*

Ask the following questions in the flowcharts on the following page to determine if you must meet the requirements under Section 1119.



TIME AND EFFORT REPORTING

Office of Management and Budget (OMB) Circular A-87

Employees that are paid with federal funds must keep records of their time to ensure that a district does not use federal funds to compensate an employee for time spent on any other program. All individuals being paid with federal funds must document their time and effort, no matter the percentage of time or if they are working in a Title I targeted assistance or schoolwide program.

What type of documentation is required?

Permanent Schedule – A permanent schedule is most often used for teachers or individuals who are being paid with federal funds and hold a fixed schedule every day of the week. For instance, a Title I teacher’s schedule could document that he/she is being paid 100% with federal funds and 100% of his/her day is dedicated to Title I programming. A teacher who was 50% Title I and 50% reading coach could also use this method if his/her schedule was consistent, day after day. Permanent schedules should be on file and updated throughout the school year.

Periodic Certification – Districts who have fully-funded federal personnel or those that are partially funded with federal funds must have individuals submit an assurance every six months (at a minimum) documenting that the amount of time they worked for each particular federal program. This certification should also include documentation of time spent on the federal program (such as a copy of daily planner, schedules, time sheets, daily logs). A sample assurance could state, “From January 1, 2007, to June 30, 2007, Jane Doe spent 100% of her time on Title I Part A instructional activities as evidenced by the enclosed schedule.” – Signed by employee and supervisor.

Daily Log – Individuals who work less than 100% for a particular federal program and whose schedule changes from day to day have the option of logging their time spent in the federal program each day. For instance, a principal who is paid 75% from the district for principal duties and 25% from Title I to coordinate the district’s Title I program could keep a daily log of the time spent on principal duties versus Title I coordinator duties. An individual in this situation does not hold a fixed schedule as principal duties are irregular and cannot be scheduled. Daily logs must be signed by the employee and their supervisor.

Monthly Certification – Individuals who are funded from multiple funding sources can document their time and effort through monthly documentation. For this method, an assurance including time documentation would be submitted monthly. This sample assurance could state, “For the month of October 2007, Jane Doe spent 50% of her time on Title I Part A instructional activities and 50% on general fund instructional activities as evidenced by the enclosed schedule.” – Signed by employee and supervisor.

Which type of documentation pertains to my position?

If the individual is on a fixed schedule (consistent duties every day and all year long) they will need to maintain a periodic certificate in addition to a permanent schedule. If the individual has a variable schedule (duties change from day to day and/or during the year) they must maintain a daily log along with monthly certification.

Who is responsible?

The district is ultimately responsible for ensuring that staff maintains their time and effort documentation; however, documentation records should be signed by the employee and supervisor evidencing first-hand knowledge of the work performed under the federal program.

Does this just pertain to only to Title I programs?

This requirement pertains to all federal programs, not just Title I. Districts that receive other federal funds, such as Reading First, Migrant, Homeless, Neglected and Delinquent, Title II A, Title V, etc., must also ensure their employees are documenting their time and effort.

Daily Log Instructions

Federal rules require employees paid from a combination of funds, of which one fund is a federal program, must maintain time and effort distribution records in accordance with OMB Circular A-87.

Instructions: Complete the following form to show how much time you spent each day on activities related to each program or funding source through which you're paid. At the end of the month, total the number of hours for each program and calculate the percentage of time you have spent on each one. Then sign at the bottom of the sheet to certify that the total time is accurate. Finally, forward the time sheet to your supervisor for certification and processing along with backup documentation (for example, copy of pages from daily planner).

Step #1: Beginning with the second column, list one funding source or grant program to which your salary is charged during the time period covered by the form. Enter a separate funding source in each column (i.e. Title I, general fund). If you do not know the funding sources from which you are paid, contact the Human Resource Department, Board Clerk, or superintendent's office for that information.

Step #2: For each day of the month listed in the "Day" column, enter the number of hours you devoted to each of the programs you listed in Step #1. If the date falls on a weekend or holiday, indicate that.

Step #3: For each day of the month listed in the "Day" column, enter the combined number of hours you spent on all programs in the last column "Totals."

Step #4: At the end of the month, add the numbers in each column and enter the total on the line that shows "Totals." When added together, the total number of hours spent on all of the programs must equal the number at the bottom of the "Totals" column.

Step #5: Divide the number on the total line in each column by the number on the total line of the last column, and then multiply by 100. This gives the percentage of time spent on each program. Enter the percentages on the bottom line of the form.

Step #6: Add together the percentages you calculated for each program in Step #5 to make sure they equal 100 percent. If they do not, review Steps #2 through #5 to check for mathematical errors.

Step #7: Sign the completed form.

Step #8: Submit the original form along with any backup documentation the district requires to the supervisor and keep a copy for your own records.

Monthly Certification

First Name:	
Last Name:	
Job Title:	
Work Location:	

Reporting for the month of:	
-----------------------------	--

Federally funded activities (e.g., Title I, Title II, General Fund, IDEA)	% of time and effort

I certify that the information provided above is correct.

Employee Signature Date

Principal/Supervisor Signature Date

Periodic Certification

District:	
School Site:	
Federal Program:	

This form is to be completed every six months for any employee who is paid with federal funds from a single cost objective.

Reporting for time period	January 1 – June 30, 2007	Please check here	
Reporting for time period	July 1 – December 31, 2007	Please check here	

I certify that the employee(s) listed below worked 100% of their time on activities authorized by the federal program stated above.

Employee Name	Employee Title

Principal/Supervisor Signature

Date

PRIVATE SCHOOL SERVICES FORM

District Name	
Private School Name	
Date	
Public Law 107-110, No Child Left Behind Act of 2001 (NCLB) Requirements	Completed
<p>1. Public school districts are required to identify private nonprofit schools in participating public school attendance areas and offer equitable services. <i>Section 1120(a)(1)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The public school district must have private nonprofit schools who wish to participate in federal programs complete the <i>Declaration of Intent to Participate in Federal Programs</i> form. <input type="checkbox"/> The public school district must keep written documentation if the private nonprofit schools decline to participate in all or selected federal programs. <i>Section 1120(b)(4)</i> 	
<p>2. Private nonprofit school consultation must occur before a district makes any decisions that affect the opportunities of eligible private school children. <i>Section 1120(b)(2)</i> Consultation should occur throughout the implementation and assessment of activities.</p>	
<p>3. The following topics must be discussed during the ongoing consultation process:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How the district will identify the needs of eligible private school children and teachers; <input type="checkbox"/> What services the district will offer; <input type="checkbox"/> How the decision of services delivered will be made; <input type="checkbox"/> How, where, and by whom services will be provided; <input type="checkbox"/> How the district will assess services to eligible private school students; <input type="checkbox"/> Size and scope of equitable services; <input type="checkbox"/> Method or sources of data that will be used to determine the number of private school children from low-income families residing in participating public school attendance areas; <input type="checkbox"/> Equitable services the district will provide to teachers and families of participating private school children; and <input type="checkbox"/> If the district disagrees with the views of the private school officials on the provisions of services, the district must provide the private school the reason in writing as to why they disagree. <i>Section 1120(b)</i> <p>District must maintain a record of a written affirmation signed by each participating private school as documentation that the required consultation has occurred. <i>Section 1120(b)(4)</i></p>	
<p>3. Public school districts are required to inform the private school officials of the right the private schools have to draft a written complaint and submit the complaint to the Oklahoma State Department of Education if the district did not engage in consultation that was meaningful and timely, or did not give due consideration to the views of the private school officials. <i>Section 1120(b)(5)(A)</i></p>	
<p>4. Educational services and other benefits to private schools, including materials and equipment must be secular, neutral, and non-ideological. <i>Section 1120(a)(2)</i></p>	
<p>5. The public school district, not the private nonprofit school, must administer funds used to purchase and maintain inventory of materials, equipment, and property. <i>Section 1120(d)(1)</i></p>	

INVENTORY AND EQUIPMENT INFORMATION

Code of Federal Regulations Title 34, Volume 1, Part 80.32

TITLE 34--EDUCATION

PART 80--UNIFORM ADMINISTRATIVE REQUIREMENTS FOR GRANTS AND COOPERATIVE AGREEMENTS TO STATE AND LOCAL GOVERNMENTS

Subpart C--Post-Award Requirements

Sec. 80.32 Equipment.

(a) *Title.* Subject to the obligations and conditions set forth in this section, title to equipment acquired under a grant or subgrant will vest upon acquisition in the grantee or subgrantee respectively.

(b) *States.* A state will use, manage, and dispose of equipment acquired under a grant by the state in accordance with state laws and procedures. Other grantees and subgrantees will follow paragraphs (c) through (e) of this section.

(c) *Use.*

(1) **Equipment shall be used by the grantee or subgrantee in the program or project for which it was acquired as long as needed, whether or not the project or program continues to be supported by Federal funds.** When no longer needed for the original program or project, the equipment may be used in other activities currently or previously supported by a Federal agency.

(2) The grantee or subgrantee shall also make equipment available for use on other projects or programs currently or previously supported by the Federal Government, providing such use will not interfere with the work on the projects or program for which it was originally acquired. First preference for other use shall be given to other programs or projects supported by the awarding agency. User fees should be considered if appropriate.

(3) Notwithstanding the encouragement in Sec. 80.25(a) to earn program income, the grantee or subgrantee must not use equipment acquired with grant funds to provide services for a fee to compete unfairly with private companies that provide equivalent services, unless specifically permitted or contemplated by Federal statute.

(4) When acquiring replacement equipment, the grantee or subgrantee may use the equipment to be replaced as a trade-in or sell the property and use the proceeds to offset the cost of the replacement property, subject to the approval of the awarding agency.

(d) *Management requirements.* Procedures for managing equipment (including replacement equipment), whether acquired in whole or in part with grant funds, until disposition takes place will, as a minimum, meet the following requirements:

(1) Property records must be maintained that include a description of the property, a serial number or other identification number, the source of property, who holds title, the acquisition date, and cost of the property, percentage of Federal participation in the cost of the property, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property.

(2) A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.

(3) A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft shall be investigated.

(4) Adequate maintenance procedures must be developed to keep the property in good condition.

(5) If the grantee or subgrantee is authorized or required to sell the property, proper sales procedures must be established to ensure the highest possible return.

(e) *Disposition.* When original or replacement equipment acquired under a grant or subgrant is no longer needed for the original project or program or for other activities currently or previously supported by a Federal agency, disposition of the equipment will be made as follows:

(1) Items of equipment with a current per-unit fair market value of less than \$5,000* may be retained, sold or otherwise disposed of with no further obligation to the awarding agency.

(2) Items of equipment with a current per unit fair market value in excess of \$5,000* may be retained or sold and the awarding agency shall have a right to an amount calculated by multiplying the current market value or proceeds from sale by the awarding agency's share of the equipment.

(3) In cases where a grantee or subgrantee fails to take appropriate disposition actions, the awarding agency may direct the grantee or subgrantee to take excess and disposition actions.

(f) *Federal equipment.* In the event a grantee or subgrantee is provided federally-owned equipment:

(1) Title will remain vested in the Federal Government.

(2) Grantees or subgrantees will manage the equipment in accordance with Federal agency rules and procedures, and submit an annual inventory listing.

(3) When the equipment is no longer needed, the grantee or subgrantee will request disposition instructions from the Federal agency.

(g) *Right to transfer title.* The Federal awarding agency may reserve the right to transfer title to the Federal Government or a third part named by the awarding agency when such a third party is otherwise eligible under existing statutes. Such transfers shall be subject to the following standards:

(1) The property shall be identified in the grant or otherwise made known to the grantee in writing.

(2) The Federal awarding agency shall issue disposition instruction within 120 calendar days after the end of the Federal support of the project for which it was acquired. If the Federal awarding agency fails to issue disposition instructions within the 120 calendar-day period the grantee shall follow Sec. 80.32(e).

(3) When title to equipment is transferred, the grantee shall be paid an amount calculated by applying the percentage of participation in the purchase to the current fair market value of the property.

(h) The provisions of paragraphs (c), (d), (e), and (g) of this section do not apply to disaster assistance under 20 U.S.C. 241-1(b)-(c) and the construction provisions of the Impact Aid Program, 20 U.S.C. 631-647.

(Approved by the Office of Management and Budget under control number 1880-0517)

(Authority: 20 U.S.C. 3474; OMB Circular A-102)

[53 FR 8071 and 8087, Mar. 11, 1988, as amended at 53 FR 8072, Mar. 11, 1988; 53 FR 49143, Dec. 6, 1988]

*** In the state of Oklahoma use the fair market value of \$2,500 instead of \$5,000.**

Inventory Instructions

All materials, supplies, and equipment that are non-consumable and can remain in use over a period of one year must be inventoried.

All materials, supplies, and equipment (non-consumable items) purchased with federal funds, no matter what the value of the item, must be labeled.

Inventories must be kept by the district and must be annually reviewed and updated.

Store all materials, supplies, and equipment securely and appropriately.

In a Title I, Part A Targeted Assistance program reserve all materials, supplies, and equipment only for identified students.

All items must be kept on the federal program inventory for five years. After five years the district must use their policy for discarding.

The following information must be included on the inventory:

- Fund Source
- Description of Equipment
- Serial Number
- Acquisition Date
- Acquisition Cost
- Location of purchases

Federal Programs Inventory

Fund Source	Description of Purchases	Serial Number	Acquisition Date	Acquisition Cost	Location of Purchases

ESL INSTRUCTION WAIVER FORM

Date _____

School _____

This is to certify that I, _____, the parent or guardian of _____,
Parent or guardian Student name

have received a notification letter from (Insert District Name), which clearly indicated the score my child received on the WIDA ACCESS Placement Test (W-APT). In addition, the letter explained the available language instruction services available at my child's school. Despite my knowledge of the benefits of the program, I do not want my child to attend ESL classes.

I understand that my decision to refuse these services may delay my child's progress in learning English, which could adversely affect his or her academic achievement. I also understand that waiving services does not exempt my child from taking the state annual ACCESS for ELLs test.

Parent or Guardian Signature _____ Date _____

DISTRICT PARENT ADVISORY COUNCIL (PAC) MEETING REPORT

Section 1: Please provide the names and positions of your district’s PAC officers. For “affiliation” please indicate whether the person is a parent (P), a school representative (S), or a community representative (C).

Name	Position	Affiliation
	President	
	Vice-President	
	Secretary	

Section 2: Please provide PAC meeting information below. Attach copies of PAC meeting agendas and sign-in sheets. For meeting date, please provide the date on which the meeting was held, please also include the dates of future, planned meetings. For meeting topic, please provide the title or main topic of the meeting. For number present, please provide the number of individuals who attended the meeting.

Meeting Date	Meeting Topic	Number Present

RECRUITER CONTACT LOG



Oklahoma Migrant Program

Recruiter Contact Log

Project/District: _____

Recruiter Signature: _____

DATE / TIME	CONTACT	PERSON / AGENCY CONTACTED	PURPOSE	NARRATIVE / COMMENT
From: _____ To: _____	<input type="checkbox"/> Face to Face <input type="checkbox"/> School <input type="checkbox"/> Home <input type="checkbox"/> Agency <input type="checkbox"/> Phone <input type="checkbox"/> Other: _____		<input type="checkbox"/> COE Completion <input type="checkbox"/> Home School Liaison <input type="checkbox"/> Social Service <input type="checkbox"/> Referral/Assistance <input type="checkbox"/> Active ID&R <input type="checkbox"/> Other: _____	
From: _____ To: _____	<input type="checkbox"/> Face to Face <input type="checkbox"/> School <input type="checkbox"/> Home <input type="checkbox"/> Agency <input type="checkbox"/> Phone <input type="checkbox"/> Other: _____		<input type="checkbox"/> COE Completion <input type="checkbox"/> Home School Liaison <input type="checkbox"/> Social Service <input type="checkbox"/> Referral/Assistance <input type="checkbox"/> Active ID&R <input type="checkbox"/> Other: _____	
From: _____ To: _____	<input type="checkbox"/> Face to Face <input type="checkbox"/> School <input type="checkbox"/> Home <input type="checkbox"/> Agency <input type="checkbox"/> Phone <input type="checkbox"/> Other: _____		<input type="checkbox"/> COE Completion <input type="checkbox"/> Home School Liaison <input type="checkbox"/> Social Service <input type="checkbox"/> Referral/Assistance <input type="checkbox"/> Active ID&R <input type="checkbox"/> Other: _____	

PRIORITY FOR SERVICES FORM

**Oklahoma Migrant Education Program (MEP)
Student Selection and Priority for Services (PFS)
(Using Data from the 2012-2013 Regular School Year)**

The Student Selection and PFS Form is intended to assist the local MEP in determining which migrant students meet the PFS criteria and should receive migrant services first. It also serves as a collection form for the Oklahoma Migrant Student Network Database since at-risk information should be entered into the system whether or not a student is identified as a PFS student. This form must be completed and on file for each PFS migrant student. In addition, the PFS determination **must be verified for accuracy** with a **signature from the district’s MEP administrator**.
Note: Any migrant student who has the appropriate number of boxes checked (as described on page 1) in Tables A and B is a PFS student.

STUDENT DEMOGRAPHICS	
Date:	
School Year:	
Student’s Name:	
Migrant Student Identification Number:	
State Student Identification Number (SSID):	
Most Current Qualifying Arrival Date (QAD):	
Current School Attending:	
Current Grade Enrolled:	
Priority for Services Student (Yes/No):	
Recipient of MEP Services (Yes/No):	
MEP Administrator Signature:	

Table A. Interruption during the Regular School Year

Check the one that is most recent:	Interruptions Related to Migrant Issues—During Regular School Year	School Year in Which Interruption Occurred
	1. QAD of 9/1/12 (or start of regular school year) until end of regular school year in 2013 .	
	2. Moved from one district to another due to migrant lifestyle	
	3. Absent for two or more weeks and then returns due to migrant lifestyle	
	4. Officially withdrawn and gone for at least two weeks and then re-enrolled	

1-4
1 ITEM MUST
HAVE A CHECK.

	due to migrant lifestyle	
--	--------------------------	--

Table B. At Risk of Failing to Meet State Standards Criteria

5-11
ONLY
1
CHECK IS
NEEDED.

OR

12-18
AT LEAST 2
CHECKS ARE
NEEDED IF NO
CHECKS ARE
PRESENT IN
NUMBERS 5-11.

Check all that apply	Criteria (Reference boxes to the left)	Year in Which Criteria Occurred
	5. Scored unsatisfactory or basic on Reading Assessment	
	6. Scored unsatisfactory or basic on Mathematics Assessment	
	7. Scored unsatisfactory or basic on Writing Assessment	
	8. Scored unsatisfactory or basic on Science Assessment	
	9. Scored unsatisfactory or basic on Social Studies Assessment	
	10. Scored below proficient on State assessments from other States	
	11. Scored below 50%tile on norm-referenced test (reading and/or math)	
	12. <i>Is below grade level on any K-3 reading diagnostic assessment</i>	
	13. <i>Classified as non-English or limited English proficient on LAS, IPT, LPT, ACCESS for ELLs, or English Proficiency Assessment (ELPA)</i>	
	14. <i>Is behind in accruing credits toward graduation requirements</i>	
	15. <i>Placed in a class that is not age appropriate</i>	
	16. <i>Has grades indicating below average performance in math and/or language arts at the elementary level</i>	
	17. <i>Has grades indicating below average performance in math, language arts, sciences or social studies at the middle or high school levels</i>	

****To be identified as a Priority for Services migrant student, there must be an interruption of services during the regular school year and the student must meet one or more of the at-risk criteria. State assessment data must be considered first. If there are results for a migrant student, they must be used. If State assessment data is not available, at least two of the at-risk criteria (#12 – 18) must be met to be considered as priority for services. If a student is proficient on the State assessments, the student is NOT considered a priority for services student even though he or she may meet the other at risk criteria.**

Directions: Table C (Description of Services Received by Student) is **optional**.

Student name _____ **School** _____ **Date** _____

Table C. Description of Services Received by Student (optional)

Description of Services Received	School Year	Comment

FEDERAL REQUIREMENTS

TARGETED ASSISTANCE VS. SCHOOLWIDE

TITLE I, PART A
MODELS OF DELIVERY

Allocations to Oklahoma School Districts	
Targeted Assistance Model	Schoolwide Model
Both census data and free lunch counts determine the allocation to the district for both models.	
The district can use the number of children identified for free and reduced lunches by the Office of Child Nutrition Programs to determine the allocations that the school sites receive.	

School Site Eligibility	
Targeted Assistance Model	Schoolwide Model
The number of children who are enrolled or that reside in the school attendance areas must be at least 35%.	The number of children who are enrolled or reside in the school attendance area must be 40% or greater.
Districts must rank school sites and serve them in that order.	The district must rank order school sites and serve in that order giving first priority to all school sites who are 75% or greater.

Eligibility and Identification of Students	
Targeted Assistance Model	Schoolwide Model
K-12 students who are failing or at risk of failing receive services based on low achievement, and not low income.	All K-12 students that attend the school site may receive services with priority given to address the needs of low achieving students.
School site should maintain a current rank order list of identified students.	School sites are not required to identify or rank order individual students.

FEDERAL PROGRAMS COMPLAINT POLICY

(Example of SEA policy to be adapted at the LEA level)

(a) **Purpose:** Federal Programs regulations (34CFR Part 299, Subpart F S299.10-12) pertaining to programs under the reauthorized *Elementary and Secondary Education Act (ESEA)* require the State Education Agency (SEA) to adopt written procedures, consistent with State law for:

- (1) Receiving and resolving any complaint from an organization or individual that the SEA or an agency or consortium of agencies is violating a Federal statute or regulations that apply to a covered program listed in subsection (b) of this section.
- (2) Reviewing an appeal from a decision of an agency or consortium of agencies with respect to a complaint; and
- (3) Conducting an independent on-site investigation of a complaint if the SEA determines that an on-site investigation is necessary.

(b) **Covered Programs:** Programs covered by this section are the following:

- (1) Part A of Title I (Improving Basic Programs Operated by LEAs)
- (2) Subpart I of Part B of Title I (Reading First)
- (3) Subpart 3 of Part B of Title I (Even Start Family Literacy Programs)
- (4) Part C of Title I (Migrant Education)
- (5) Part D of Title I (Neglected and Delinquent)
- (6) Part F of Title I (Comprehensive School Reform)
- (7) Part A of Title II (Teacher and Principal Training and Recruiting fund)
- (8) Part B of Title II (Math and Science Partnerships)
- (9) Part D of Title II (Enhancing Education Through Technology)
- (10) Part A of Title III (English Language Acquisition, Language Enhancement and Academic Achievement)
- (11) Part A of Title IV (Safe and Drug Free Schools and Communities)
- (12) Part B of Title IV (21st Century Community Learning Centers)
- (13) Part A of Title V (Innovative Programs)
- (14) Subpart I of Part B of Title VI (Small, Rural School Achievement Program)
- (15) Subpart 2 of Part B of Title VI (Rural and Low-Income School Program)

(c) **Complaint Procedures at the Local Education Agency (LEA) Level:**

- (1) All complaints concerning an LEA should be filed with the appropriate LEA or with the General Counsel of the State Department of Education. Within thirty (30) days of receipt of a complaint, the applicant agency shall conduct an investigation of the allegation and resolve the complaint. Subsequent to the investigation and resolution, a written decision shall be filed with the General Counsel of the State Department of Education and the complainant.
- (2) A complaint may be filed by parents, teachers, or other concerned individuals or by an organization in relationship to the program. An LEA is required to review all complaints made concerning a covered program if:

- (A) the complaint is in written form and alleges that Federal program requirements have been violated;
- (B) the complaint is signed;
- (C) the complaint includes the facts on which the statement is based and the specific program requirement alleged to have been violated; and
- (D) the complaint includes information supporting the allegation along with the allegation.

(d) Complaint Procedures at the State Education Agency (SEA) Level:

(1) Within thirty (30) days of receipt of a decision, the SEA shall review the investigation and decision and make the LEA aware if further steps are to be taken by the LEA or the SEA. A complainant who is dissatisfied with the decision of the LEA may file an appeal with the SEA. A request for an appeal must be submitted in writing to the General Counsel of the State Department of Education within thirty (30) days of resolution of the complaint by the LEA.

(2) Upon receipt of an appeal, the SEA will request from the LEA a copy of the original complaint and evidence found during the investigation by the LEA. Upon receipt of evidence supplied by the complainant and the LEA, the SEA will either make a disposition from submitted documentation or conduct an independent, on-site investigation of the complaint if deemed warranted.

(3) Resolution of the complaint shall be made by the SEA within forty-five (45) days of receipt of an appeal. A request for an extension of this time limit may be submitted by the LEA or the complainant. An extension of this time limit will be made only if exceptional circumstances exist with respect to a particular complaint.

(4) Within ten (10) days of completion of the appeal review process by the SEA, a written decision will be provided to the person, persons, or organization making the complaint and to the LEA to which the complaint was filed.

(5) A complaint against an LEA made directly to the SEA without previously being filed with the appropriate LEA will be reviewed by the SEA to determine if an investigation is warranted by the SEA because of the seriousness of the complaint or if the complaint shall be returned to the complainant to be filed with the appropriate LEA. The forwarding of a complaint filed with the SEA requires the LEA to conduct an investigation and produce a decision within thirty (30) days of receipt of the complaint by the LEA.

(6) A direct complaint which the SEA determines must be investigated by the SEA will be resolved within forty-five (45) days of the receipt of the complaint by the SEA. A written decision will be provided to the person, persons, or organization making the complaint and to the LEA upon which the complaint was filed.

(7) The complainant has the right to request the Secretary of the United States Department of Education to review, at the Secretary's discretion, the final decision made by the SEA.

(8) Complaints against the SEA must be filed with the General Counsel of the State Department of Education. Complaints must:

- (A) be submitted in written form and specify the Federal program requirements alleged to have been violated;
- (B) be signed;
- (C) include the facts on which the statement is based and the specific program requirement alleged to have been violated; and
- (D) include information supporting the allegation along with the allegation.

(9) The SEA will investigate and resolve the complaint and issue a written decision to the LEA and to the complainant within forty-five (45) days of receipt of the complaint.

(10) The complainant has the right to request the Secretary of the United States Department of Education to review, at the Secretary's discretion, the final decision made by the SEA.

[Source: Added at 15 Ok Reg 500, eff 10-31-97 (emergency); Added at 15 Ok Reg 2532, eff 6-25-98; Amended at 25 OK Reg 8, eff 8-3-07 (emergency); Amended, eff 5-12-08]

FISCAL REQUIREMENTS

Section 1120A

Many of the Elementary and Secondary Education Act (ESEA) programs require that the federal funds supplement, not supplant other funds used for the programs. What does this mean? How do requirements to supplement, not supplant funds differ from maintenance of effort and comparability of services requirement?

There are three basic types of federal provisions in the ESEA under the *No Child Left Behind Act of 2001* (NCLB), that seek to ensure that federal grant funds increase, rather than replace, existing funds for allowable activities.

The three types are commonly referred to as:

- 1) Supplement, not supplant;
- 2) Maintenance of effort; and
- 3) Comparability of services.

Each of these is described below.

Supplement, Not Supplant

How does the supplement not supplant, provision impact our federal grants program?

Many federal grant programs require that the federal grant funds supplement (increase) and not supplant (replace) existing funding for the activities allowed in the grant. Supplement, not supplant requirements are found throughout NCLB. There is no general supplement, not supplant language that applies to NCLB, instead each instance is applicable to a specific portion of the law. Some of the supplement, not supplant provisions in NCLB refer only to supplanting state and local funds, while others also prohibit supplanting other federal funds. Compliance with supplement, not supplant provisions is based on the theoretical answer to the question – What would the grantee or subgrantee have done in the absence of the federal grant funds? Because the question can be answered only in theory (since the federal funds are available), instances of supplanting with federal funds are often not clear. The USDE's section in the Office of Management and Budget (OMB) Circular A-133 Compliance Supplement (a guide for auditors performing single audits) lists these situations in which supplanting are presumed to have occurred:

- a. The SEA or LEA used federal funds to provide services that the SEA or LEA was required to make available under other federal, state, or local laws.
- b. The SEA or LEA used federal funds to provide services that the SEA or LEA provided with nonfederal funds in the prior year.
- c. The SEA or LEA used Title I, Parts A or C funds to provide services for participating children that the SEA or LEA provided with non-federal funds for non-participating children.

The Compliance Supplement goes on to explain that “these presumptions are refutable if the SEA or LEA can demonstrate that it would not have provided the services in question with non-federal funds had the federal funds not been available.”

For Title I, Parts A and C an LEA may exclude, from determinations of compliance with the supplement, not supplant requirement, state or local funds expended for language instruction educational programs; and the excess costs of providing services to children with disabilities as determined by the LEA. *Section 1120(a)(5)*

In addition, an SEA or LEA may exclude supplemental state or local funds expended in any school attendance area or school for programs that meet the intent and purposes of Title I, Part A when determining compliance with supplement, not supplant requirements under Title I, Parts A and C. *Section 1120A(d)*

The Compliance Supplement also provides the following guidance on Title I schoolwide programs. “A school (with a schoolwide program) is not required to provide supplemental services to identified children. A school operating a schoolwide program does not have to:

- a. Show that federal funds used within the school are paying for additional services that would not otherwise be provided;
- b. Demonstrate that federal funds are used only for specific target populations;
- c. Separately track federal funds available under Title I and under any other federal programs that combined to support its schoolwide program to supplement the total amount of funds that would, in the absence of the federal funds, be made available from nonfederal sources for that school, including funds needed to provide services that are required by law for children with disabilities and children with limited English proficiency.”

Maintenance of Effort

What is meant by “maintenance of effort”?

Any LEA receiving funds under a “covered program” as defined in NCLB (nearly all the programs) are subject to maintenance of effort requirements that are found in the General Provisions portion of the law. Unlike provisions related to supplement, not supplant, compliance with maintenance of effort requirements is easily determined through a mathematical calculation. Under NCLB, for any fiscal year the combined fiscal effort per student or the aggregate expenditures of the LEA from state and local funds for free public education for the preceding year should not be less than 90 percent of the combined fiscal effort or aggregate expenditures for the second preceding year, unless specifically waived by USDE. Districts that fail the annual test are informed and in limited cases may obtain a waiver. An LEA’s expenditures from state and local funds for free public education include expenditures for administration, instruction, attendance and health services, pupil transportation services, operation and maintenance of plant, fixed charges, and net expenditures to cover deficits for food services and student body activities.

They do not include the following expenditures:

- a. Any expenditures for community services, capital outlay, debt service; and
- b. Supplementary expenses as a result of a presidentially declared disaster; and
- c. Any expenditure made from funds provided by the federal government. If an LEA fails to maintain fiscal effort, the SEA must reduce the amount of the allocation of funds under an applicable program in any fiscal year in the exact proportion by which the LEA fails to maintain effort by falling below 90 percent of both the combined fiscal effort per student and aggregate expenditures (using the measure most favorable to the LEA). *Section 9521*

Comparability

In which ways does the Comparability of Services provision apply to our federal programs?

Like supplement, not supplant, requirements related to comparability of services are specific to particular portions of the law. An LEA may receive funds under Title I, Parts A and C only if state and local funds will be used in participating schools to provide services that, taken as a whole, are at least comparable to services that the LEA is providing in schools not receiving Title I, Parts A or Part C funds. An LEA is considered to have met the statutory comparability requirements under Title I, Parts A and C, if it has filed with the SEA a written assurance that it has established and implemented:

- a. An LEA-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.
- b. An LEA may also use other measures to determine comparability such as comparing the average number of students per instructional staff or the average staff salary per student in each school receiving Title I, Parts A or C funds with those in schools that do not receive Title I, Parts A or C funds. If all schools are served by Title I, Parts A or C, an LEA must use state and local funds to provide services that, taken as a whole, are substantially comparable in each school. Determinations may be made on either a districtwide or grade-span basis.
- c. An LEA may exclude schools with fewer than 100 students from its comparability determinations. The comparability requirement does not apply to an LEA that has only one school for each grade span.

In addition, an SEA or LEA may exclude supplemental state or local funds expended in any school attendance area or school for programs that meet the intent and purposes of Title I, Part A, when determining compliance with comparability requirements under Title I, Parts A and C. Each LEA must develop procedures for complying with the comparability requirements and must maintain records that are updated annually. *Section 1120A*

FISCAL INTERNAL CONTROL POLICY

In an effort to ensure compliance with Federal/State purchasing and payment requirements for goods and services, LEAs should maintain and follow written procedures and guidelines developed in accordance with State law.

The guidelines should clearly define the roles of LEA staff responsible for purchases and payments using Federal, State and Local funds. For example, the guidelines should designate a specific person or persons responsible for creating purchase orders, a person or persons responsible for approving purchase orders, a person or persons responsible for issuing payment for goods and services, someone responsible for approving those payments, etc.

This written policy and procedure should align with those defined in State law Title 70 O.S. 1991, Section 5-135(D), and in the Oklahoma Administrative Rules 210:25-5-4.

[SINGLE AUDIT BASICS](#)

Background

Each year, the Federal Government provides over \$400 billion—one-sixth of the Federal budget—in grants to non-Federal entities (States, local and tribal governments, colleges and universities, and other non-profit organizations). Audits are a primary tool used by the Federal government to ensure that these funds are expended properly.

Basic Requirements

All non-Federal entities that expend \$500,000 or more of Federal awards in a year are required to obtain an annual audit in accordance with the Single Audit Act Amendments of 1996, Office of Management and Budget (OMB) Circular A-133, "Audits of States, Local Governments and Non-Profit Organizations," the OMB Circular A-133 Compliance Supplement and *Government Auditing Standards*. Entities expending less than \$500,000 in a year are exempt from Federal audit requirements, but must make records available for review or audit by Federal agencies or pass-through entities (non-Federal entities from whom they receive Federal funds), if requested.

What is a Single Audit?

Most non-Federal entities annually prepare financial statements and have them audited. A single audit combines the annual financial statement audit with additional audit coverage of Federal funds. The single audit is intended to meet the basic audit needs of both the non-Federal entity and Federal awarding agencies. Any additional auditing by the Federal government shall build upon work performed by other auditors.

Your Primary Responsibilities

In addition to your responsibility to administer Federal awards in compliance with Federal requirements, you have a key role to play in the single audit process:

- *Identifying Federal awards received and expended.* You are required to account for Federal funds received and expended by individual award. This information is usually provided in grant award documents. Check with the awarding agency if you have any questions.
- *Preparing financial statements and a Schedule of Expenditures of Federal Awards (SEFA).* Most non-Federal entities prepare annual financial statements for their own purposes and are familiar with the process. Your auditor can usually answer any questions on financial statement preparation. OMB Circular A-133 sets forth the minimum content requirements for the SEFA. Questions on the preparation of the SEFA can be addressed to your auditor, Federal awarding agency, or pass-through entity.
- *Obtaining the audit and ensuring it is completed.* OMB Circular A-133 requires that Federal administrative rules be followed in procuring audit services, which can be found on OMB's website. Factors to consider in evaluating proposals for audit services include responsiveness to the request for proposal, availability of staff with professional qualifications and relevant experience, results of quality reviews and price. The Mid-America Intergovernmental Audit Forum (www.auditforum.org) has published a pamphlet, *Choosing an External Auditor*, to assist non-Federal entities in the procurement of audit services. The Government Accountability Office's website (www.gao.gov) also contains a pamphlet, *How to Avoid a Substandard Audit: Suggestions for Procuring an Audit*. *Government Auditing Standards*, the standards auditors must follow in conducting the audit, are also available at this site. *Submitting the audit reporting package and Data Collection Form (form SF-SAC) to the Federal Audit Clearinghouse (FAC) and pass-through entities* The reporting package includes your financial statements and SEFA, the auditor's reports, including a schedule of findings and questioned costs, and, if applicable, your corrective action plan and a summary schedule of prior audit findings.

You and your auditor jointly prepare form SF-SAC. You are encouraged to prepare the SF-SAC using the online option at the FAC website (harvester.census.gov/fac). Blank forms can be downloaded from the FAC's website and hard copies are also available on request. It is your responsibility to submit the SF-SAC together with the appropriate number (per the SF-SAC instructions) of reporting packages to the FAC within 30 days of the receipt of the auditor's reports, but no later than 9 months after the end of your fiscal year. The FAC distributes the reporting package to Federal agencies and maintains an archival copy. Information from the form SF-SAC is captured by the FAC in an electronic database, which is publicly accessible via its website.

For more information concerning submissions to the FAC, contact the FAC at govs.fac@census.gov or tollfree at 1-888-222-9907. If you are a subrecipient receiving Federal funds from a pass-through entity, you are also required to submit either a copy of the reporting package, or a notification that the audit was completed, to each pass-through entity that provides you with Federal funding. Contact your pass-through entity (ies) for questions concerning submissions to them.

- *Taking corrective action on audit findings.* You are required to prepare a corrective action plan that addresses each audit finding. The affected Federal awarding agency(ies) or pass-through entity(ies) should contact you on the acceptability of your plan or alternative actions it expects you to take. You are responsible for taking those actions.

Contact the affected Federal awarding agency or passthrough entity if you have any questions. Failure to meet the single audit requirements could result in your entity having to repay grant monies and/or losing access to future Federal funding.

Additional Information and Where to Get Help

❖ *OMB Source Documents*

Single audit requirements are set forth in OMB Circular A-133 and the OMB Circular A-133 Compliance Supplement, which are on OMB's website (www.omb.gov/grants).

❖ *Federal Agency Contact for General Assistance.* A Federal agency has been designated to answer your questions and provide help when needed with your single audit. This designation is generally based upon which Federal agency provides you with the most direct Federal funding. (Circular A-133 (paragraph 400) provides specific guidance for determining which Federal agency is designated to assist you.) The single audit contacts are listed in Appendix III of the OMB Circular A-133 Compliance Supplement.

❖ *Highlights of the Single Audit Process.* The Grants Management Committee of the Chief Financial Officers Council produced a pamphlet, *Highlights of the Single Audit Process*, to acquaint officials of Federal awarding agencies and non-Federal entities with the single audit process. It is available on the FAC website (harvester.census.gov/fac).

LOCAL EDUCATIONAL AGENCY MIGRANT PARENT ADVISORY COUNCIL BYLAWS

(English and Spanish)

<p>Bylaws for the Migrant Parent Advisory Council of [INSERT SCHOOL DISTRICT NAME]</p> <p>INTRODUCTION Bylaws provide the Migrant Parent Advisory Council with rules to govern their actions. Written regulations help avoid confusion in operating procedures of a council when questions or problems arise.</p>	<p>Reglamentos para el Concilio Consejero de Padres Migrantes de [INSERTE EL NOMBRE DEL DISTRITO]</p> <p>INTRODUCCIÓN Los reglamentos proporcionarán al Concilio Consejero de Padres Migrantes, reglas para gobernar sus acciones. Reglamentos escritos ayudan a evitar confusión en el procedimiento del concilio cuando surjan preguntas o problemas.</p>
<p>ARTICLE I: NAME The name of this council is the Migrant Parent Advisory Council of [<i>district name</i>], hereafter referred to as the PAC.</p>	<p>ARTÍCULO I: NOMBRE El nombre del Concilio será: Concilio Consejero de Padres Migrantes de [<i>nombre del distrito</i>], que en lo sucesivo se referirá como PAC.</p>
<p>ARTICLE II: ROLE OF THE PAC The role of the PAC shall be to advise the district in planning, implementing, and evaluating the district’s program which is designed to meet the educational needs of migrant children. The recommendations of the PAC shall be submitted to the district’s director of the Migrant Education Program, for their implementation. In fulfillment of this role, the PAC shall be invited to comment and make recommendations on the following:</p> <p>Section 1: Improving the District Improvement Plan for the Migrant Education Program.</p> <p>Section 2: Improving programs and services offered to migrant children.</p> <p>Section 3: Improving evaluation of the Migrant Education Program.</p> <p>Section 4: Increasing the quantity and quality of parent involvement.</p> <p>Section 5: Considering other items which may be appropriate to the role of the PAC (i.e., service delivery, needs assessment, etc.).</p>	<p>ARTÍCULO II: EL PAPEL DEL PAC El papel del PAC será de aconsejar al distrito en planear, llevar a cabo y evaluar el programa del distrito que es diseñado para responsabilizarse de las necesidades educativas de niños migrantes. Las recomendaciones del PAC serán sometidas al director del distrito del Programa Migrante, para su ejecución. En el cumplimiento de este papel, el PAC será invitado a comentar y hacer recomendaciones en lo siguiente:</p> <p>Sección 1: Mejorar el plan de mejoramiento del distrito para el Programa Migrante.</p> <p>Sección 2: Mejorar los programas y los servicios que se les ofrecen a los niños migrantes.</p> <p>Sección 3: Mejorar la evaluación del Programa Migrante.</p> <p>Sección 4: Aumentar la cantidad y la calidad del involucramiento de los padres.</p> <p>Sección 5: Tomar en cuenta otras cosas que sean apropiadas al papel del PAC (por ejemplo, la entrega de servicios, la evaluación de necesidades, etc.).</p>

<p>ARTICLE III: BASIC POLICIES</p> <p>Section 1: The PAC shall be nonpolitical, noncommercial, and nonsectarian (not connected to any political group, business, or religion).</p> <p>Section 2: The PAC shall support the improvement of education in cooperation with the district.</p> <p>Section 3: The PAC shall work within the organization of the local school system. Keeping in mind its advisory responsibility, it shall not seek to control or establish policies for the district.</p> <p>ARTICLE IV: MEMBERSHIP</p> <p>Section 1: The majority of the PAC membership shall consist of migrant parents or guardians of <u>eligible</u> identified migrant children.</p> <p>Section 2: District personnel who represent the interest of migrant parents may also be members.</p> <p>Section 3: Members shall be selected through election, by volunteering, and/or nomination.</p> <p>Section 4: The membership shall consist of no less than 5 members, if possible.</p> <p>Section 5: Members shall be appointed to a two-year term and be eligible for reappointment for one consecutive term.</p> <p>Section 6: Members who serve two consecutive terms are eligible to serve again after sitting out one term (2 years).</p> <p>Section 7: Each new term shall begin September 1.</p> <p>Section 8: All members shall be knowledgeable of the needs of migratory children.</p>	<p>ARTÍCULO III: REGLAMENTOS BÁSICOS</p> <p>Sección 1: El PAC no deberá ser político, comercial ni sectario (no asociado con cualquier grupo político, negocio o religión).</p> <p>Sección 2: El PAC apoyará el mejoramiento de la educación en cooperación con el distrito.</p> <p>Sección 3: El PAC trabajará dentro de la estructura administrativa local (la manera de que el sistema escolar funciona). Tomando en cuenta su responsabilidad de aconsejar, y no tratar de controlar ni establecer pólizas para el distrito.</p> <p>ARTÍCULO IV: MEMBRESÍA</p> <p>Sección 1: La mayoría de los miembros del PAC consistirá de padres o guardianes de niños migrantes que son identificados y <u>elegibles</u>.</p> <p>Sección 2: El personal del distrito que representa el interés de padres migrantes también puede ser miembros.</p> <p>Sección 3: Los miembros serán seleccionados por elección, por autonominación, ser nominados y/o designados.</p> <p>Sección 4: La membresía consistirá de no menos de 5 miembros, si es posible.</p> <p>Sección 5: Los miembros serán designados a un término de dos años y tienen derecho de ser renombrados por un término consecutivo.</p> <p>Sección 6: Los miembros que sirven dos términos consecutivos tienen derecho de servir otra vez después de no participar por un término (2 años).</p> <p>Sección 7: Cada término nuevo empezará el 1ero de septiembre.</p> <p>Sección 8: Todos los miembros deberán tener conocimiento de las necesidades de los niños migrantes.</p>
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<p>Section 9: Members whose eligibility expires during the school year may continue to serve on the council until the end of that school year.</p> <p>Section 10: All PAC members must be endorsed by the appropriate district administrator.</p>	<p>Sección 9: Los miembros cuya elegibilidad se vence durante el año escolar podrán seguir sirviendo en el PAC hasta el fin de ese año escolar.</p> <p>Sección 10: Todos los miembros del PAC deben ser aprobados por el administrador apropiado del distrito.</p>
<p>ARTICLE V: ELECTION OF OFFICERS</p> <p>Section 1: The PAC shall elect a President, Vice-President, and a Secretary.</p> <p>Section 2: The officers shall be elected to serve for a term of one year. The officers shall be eligible for reelection upon successful completion of their term.</p>	<p>ARTÍCULO V: ELECCIÓN DE OFICIALES</p> <p>Sección 1: El PAC elegirá a un presidente, un vice-presidente y un/a secretario/a.</p> <p>Sección 2: Los oficiales serán elegidos por el término de un año. Los oficiales pueden ser elegibles para ser re-elegidos al cumplir su término con éxito.</p>
<p>ARTICLE VI: DUTIES OF OFFICERS</p> <p>Section 1: President: The President shall be charged with the responsibility for providing leadership and presiding over meetings. Other duties include the right to call meeting to order, appoint committees, and, in conjunction with PAC members, set the agenda for the next meeting. Members shall have the opportunity to give their suggestions for the agenda at the close of each meeting.</p> <p>Section 2: Vice-President: The Vice-President shall preside in the absence of the President and exercise the duties of that office.</p> <p>Section 3: Secretary: The Secretary shall maintain adequate minutes of each meeting. The minutes shall be provided in a format and language all members can understand.</p>	<p>ARTÍCULO VI: RESPONSABILIDADES DE LOS OFICIALES</p> <p>Sección 1: Presidente: El Presidente tendrá la responsabilidad de proporcionar el liderazgo y presidir sobre reuniones. Otros deberes incluyen el derecho de iniciar la reunión, designar los comités, y junto a los miembros del PAC, determinar la agenda para la próxima reunión. Los miembros tendrán la oportunidad de dar sus sugerencias para la siguiente agenda al fin de cada reunión.</p> <p>Sección 2: Vicepresidente: El Vicepresidente presidirá en ausencia del Presidente y ejercerá los deberes de esa oficina. El Vicepresidente tomará el lugar del Presidente cuando el Presidente esté ausente.</p> <p>Sección 3: Secretario/a: El Secretario/a mantendrá minutas adecuadas de cada reunión. Las minutas serán proporcionadas en un formato y en el idioma que todos los miembros puedan comprender.</p>
<p>ARTICLE VII: MEETINGS AND ATTENDANCE</p> <p>Section 1: Meetings may be open to the public, but only PAC members may participate in discussion and voting unless otherwise called upon by the President.</p> <p>Section 2: Meetings shall be held not less than two (2) times per school year, if possible.</p>	<p>ARTÍCULO VII: REUNIONES Y ASISTENCIA</p> <p>Sección 1: Las reuniones pueden estar abiertas al público, pero sólo los miembros del PAC pueden tomar parte en la discusión y votar.</p> <p>Sección 2: Las reuniones tendrán lugar no menos de tres (3) veces durante el año escolar, si es posible.</p>

<p>Section 3: Meetings shall be convenient for parents and accommodate parents' work schedules.</p> <p>Section 4: Meetings shall be conducted in a language all parents can understand. If a translator is needed, one shall be provided.</p> <p>Section 5: All materials (agendas and minutes) shall be provided in a language and format all parents can understand.</p> <p>Section 6: Meetings shall be called by the President, or, in the absence of this officer, by the Vice-President. When scheduling meetings, the President or the Vice-President shall take into consideration the mobility patterns of migrant families.</p> <p>Section 7: Fifty percent or more of the PAC members eligible to serve shall sufficient for the transaction of business.</p>	<p>Sección 3: Las reuniones serán durante horarios convenientes para los padres.</p> <p>Sección 4: Las reuniones serán realizadas en un idioma que todos los padres puedan comprender. Si se necesita traductor, uno será proporcionado.</p> <p>Sección 5: Todas las materias (la agenda, la minuta, etc.) serán proporcionadas en el idioma y el formato que todos los padres puedan comprender.</p> <p>Sección 6: Las reuniones serán iniciadas por el Presidente, o en ausencia de este oficial, por el Vicepresidente. Al planear las reuniones, el Presidente o el Vicepresidente tomará en cuenta la movilidad de las familias migrantes.</p> <p>Sección 7: El cincuenta por ciento (50%) o más de los miembros de PAC que son elegibles para servir constituirá un quórum para la transacción del negocio.</p>
<p>ARTICLE VIII: PARLIAMENTARY AUTHORITY</p> <p>Section 1: <i>Robert's Rules of Order Newly Revised</i>, 10th edition, shall govern the PAC in all cases, except where superceded by these laws.</p>	<p>ARTÍCULO VIII: AUTORIDAD PARLAMENTARIA</p> <p>Sección 1: Las Reglas de Robert de la Orden revisadas nuevamente gobernarán el PAC en todos casos menos donde supercedieron por estas leyes.</p> <p>Sección 2: El Presidente elegirá a un/a Parlamentario/a, si es posible.</p>
<p>ARTICLE IX: AMENDMENTS</p> <p>Section 1: Amendments to the bylaws may be recommended by any PAC member.</p> <p>Section 2: Amendments shall be presented during a PAC meeting.</p> <p>Section 3: The bylaws can be amended by a two-thirds vote of the members present.</p>	<p>ARTÍCULO IX: ENMIENDAS</p> <p>Sección 1: Las enmiendas a los reglamentos pueden ser recomendadas por cualquier miembro del PAC.</p> <p>Sección 2: Las enmiendas serán presentadas durante una junta del PAC.</p> <p>Sección 3: Los reglamentos pueden ser enmendados por un voto de dos tercios del presente del quórum.</p>

MIGRANT EDUCATION PROGRAM (MEP)
CERTIFICATE OF ELIGIBILITY (COE) REVIEW AND QUALITY CONTROL
PROCESS

As states in the Title I, Part C, Non-Regulatory Guidance (CH.II, M10), and the Federal Register, published July 27, 2008, states are required to establish quality control procedures for the proper identification and recruitment of eligible migratory children, that include ensuring that a “qualified individual . . . reviews each national COE to verify that the information supports a proper determination of eligibility.”

The Oklahoma State Department of Education (OSDE) MEP requires the following to be done:

- Recruiters must submit the completed national COE to another migrant staff person in the district for review;
- Staff must examine each national COE to verify that the written documentation is sufficient and that, based on the recorded data, the child is eligible for MEP services. The person should review the information for accuracy within one week. After verification, the recruiter submits the national COE to the state office for review and approval.
- Two MEP specialists at the OSDE review the national COE.
- The Director of the MEP at the OSDE then reviews and approves the information.

All information obtained to fill out the national COE must be recorded on an interview or log sheet by the recruiter/interviewer. Interviewers then base their determination of whether or not the worker qualifies for agricultural work. If the interview/recruiter is not absolutely certain the worker qualified, the interviewer/recruiter is then instructed to contact the state MEP office for resolving the eligibility questions. Difficult eligibility determinations will be made at the state level. If the OSDE is unable to answer the question, it will be referred to the MEP Office within the United States Department of Education. The family will not be considered eligible until an official response is received.

While national COE comments do not need to be extensive, the interviewer’s comments should clarify, for anyone who later reviews the document, the circumstances that led the interviewer qualify the child as eligible. Additional clarification is warranted in cases where standard information may not clearly establish the child’s eligibility.

The OSDE MEP requires the parent or guardian to sign the national COE for the following reasons:

- A signature allows the parent or guardian to attest that the information he or she provided is accurate (quality control);
- A parent signature identifies who provided the information. This can be verified at a later date (quality control); and
- A parent signature may be used to confirm that the recruiter informed the parent or guardian about the MEP and explained the Family Educational Rights and Privacy Act (FERPA).

The OSDE MEP requires the district or state recruiter to sign the national COE for the following reasons:

- The signature certifies that the children are eligible for the MEP;
- The information upon which the recruiter based the eligibility determination is correct to the best of his or her knowledge;
- The parent or guardian agrees to allow the child to participate in the MEP, unless permission is withdrawn; and
- The recruiter's signature on the national COE is a necessary element of a reasonable system of quality control.

As part of a sound system of quality control, the SEA ensures that a qualified individual at the local **and** state level reviews each COE to verify that the information supports a proper determination of eligibility.