

**Oklahoma State Department of Education  
Office of Titles I, II, III, VI & X**

**Federal Programs Resource Toolkit**

**Revised October 2013**

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## TITLE I, PART A, SECTION HIGHLIGHTS

Section	Highlights
<b>Section 1111 State Plans</b>	1111(h)(2) Annual Local Educational Agency Report Cards
	1111(h)(6) Parents Right-To-Know
<b>Section 1112 Local Educational Agency Plans</b>	1112(c)(1) Title I, Part A Local Educational Agency Assurances
<b>Section 1113 Eligible School Attendance Areas</b>	1113(a)(3) Ranking Order
<b>Section 1114 Schoolwide Programs</b>	1114(a)(2) Identification of Students Not Required
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<b>Section 1115 Targeted Assistance Schools</b>	1115(b) Eligible Children
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<b>Section 1116 Academic Assessment, and Local Educational Agency, and School Improvement</b>	1116(b) School Improvement
	1116(b)(1)(E) Public School Choice
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	1116(e) Supplemental Educational Services
<b>Section 1117 School Support and Recognition</b>	1117(a) System for Support (School Support Teams)
<b>Section 1118 Parental Involvement</b>	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)
<b>Section 1119 Qualifications for Teachers and Paraprofessionals</b>	1119(c)(1) New Paraprofessionals
	1119(g) Duties of Paraprofessionals
<b>Section 1120 Participation of Children Enrolled in Private Schools</b>	1120(b) Consultation
	1120(c) Allocation for Equitable Service to Private School Students
<b>Section 1120A Fiscal Requirements</b>	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 CHECKLIST**

### **Eight Components of a Targeted Assistance Site Plan**

District Name		
School Name		
Date		
<b>Public Law 107-110, No Child Left Behind Act of 2001 (NCLB) Requirements</b>		<b>Found on page #</b>
1. Program resources used only to help participating students meet state's challenging student academic achievement standards expected for all children. <i>Section 1115(c)(1)(A)</i>		
2. Ensure that the Targeted Assistance planning is incorporated into existing school planning. <i>Section 1115(c)(1)(B)</i>		
3. Effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and: (1) provides extended learning opportunities; (2) provides accelerated curriculum; (3) minimizes removing students from the regular classroom during regular school hours. <i>Section 1115(c)(1)(C)</i>		
4. Coordinate with the regular education program, which may include services to assist preschool students in the transition from early childhood programs to elementary school programs. <i>Section 1115(c)(1)(D)</i>		
5. Provide instruction by highly qualified teachers. <i>Section 1115(c)(1)(E)</i>		
6. Provide opportunities for high quality and continuing professional development for teachers and other staff who work with participating students in the Title I program or in the regular education program. <i>Section 1115(c)(1)(F)</i>		
7. Provide strategies to increase parental involvement. <i>Section 1115(c)(1)(G)</i>		
8. Coordinate and integrate federal, state, and local services and programs to ensure that participating students achieve proficient or above on statewide assessments. <i>Section 1115(c)(1)(H)</i>		

## **SCHOOLWIDE SITE PLAN CHECKLIST**

### Title I Rubric for Evaluation of WISE Indicators

<b>District Name/No.</b>		<b>Receive date</b>		<b>Review Date</b>	
<b>School Name</b>		<b>Reviewer's Name</b>			

Public Law 107-110, <i>No Child Left Behind Act of 2001</i> (NCLB) Requirements	Indicator	OSDE USE	
		Meets Requirements*	Does Not Meet Requirements**
1. A <b>comprehensive needs assessment</b> of the entire school which includes: <input type="checkbox"/> A list of schoolwide planning team members <input type="checkbox"/> The school's vision for reform <input type="checkbox"/> A data-driven school profile <input type="checkbox"/> Evidence of analysis of multiple data sources	9.01	<input type="checkbox"/>	<input type="checkbox"/>
	9.02	<input type="checkbox"/>	<input type="checkbox"/>
2. <b>Implementation of schoolwide reform strategies</b> that: • Provide opportunities for all children to meet proficient and advanced levels of student academic achievement. • Use effective methods and instructional strategies that are based on scientifically based research. • Strengthens the core academic program. • Increases the amount of learning time. • Includes strategies for serving underserved populations (examples: migrant, economically disadvantaged, and minority students). • Includes strategies to address the needs of all children in the school, but particularly low-achieving children and those at risk of not meeting state standards. • Address how the school will determine if those needs of the children have been met. • Are consistent with and are designed to implement state and local improvement plans, if any.	2.05	<input type="checkbox"/>	<input type="checkbox"/>
	3.06	<input type="checkbox"/>	<input type="checkbox"/>
	9.08	<input type="checkbox"/>	<input type="checkbox"/>
3. <b>Instruction by highly qualified teachers.</b>	3.03	<input type="checkbox"/>	<input type="checkbox"/>
	3.04	<input type="checkbox"/>	<input type="checkbox"/>
4. <b>High quality and on-going professional development</b> for teachers, principals, and paraprofessionals (include professional development plan)	6.05	<input type="checkbox"/>	<input type="checkbox"/>
5. <b>Strategies for recruitment and retention of high-quality, highly qualified teachers</b> to high-needs schools.	8.05	<input type="checkbox"/>	<input type="checkbox"/>
6. <b>Strategies to increase parental involvement</b> , such as family literacy services.	5.03	<input type="checkbox"/>	<input type="checkbox"/>
	5.05	<input type="checkbox"/>	<input type="checkbox"/>
7. <b>Successful student transition from grade to grade, building to building, and beyond high school.</b>	1.04	<input type="checkbox"/>	<input type="checkbox"/>
	5.06	<input type="checkbox"/>	<input type="checkbox"/>
8. <b>Opportunities and expectations for teachers to be included in the decision making</b> related to the use of academic assessment results leading to the improvement of student achievement.	4.04	<input type="checkbox"/>	<input type="checkbox"/>
9. Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement standards are provided with <b>effective, timely additional assistance</b> .	5.02	<input type="checkbox"/>	<input type="checkbox"/>
	7.06	<input type="checkbox"/>	<input type="checkbox"/>
10. <b>Coordination and integration of Federal, State and local services and programs</b> , including programs supported under this Act.	8.10	<input type="checkbox"/>	<input type="checkbox"/>

**Reviewer's signature**

**Date**

**Supervisor's signature**

**Date**

## **PARENTAL INVOLVEMENT DISTRICT PLAN CHECKLIST**

### **Required Components of a District Parental Involvement Policy**

District Name		
School Name		
Date		
<b>Public Law 107-110, No Child Left Behind Act of 2001 (NCLB) Requirements</b>	<b>Found on page #</b>	
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"> <li>▪ State's academic content and achievement standards</li> <li>▪ State and local academic assessments</li> <li>▪ Title I, Part A requirements</li> <li>▪ How to monitor their child's progress</li> <li>▪ How to work with teachers to improve their child's academic achievement</li> </ul> <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

<b>District Name:</b>	
<b>School Name:</b>	
<b>Date:</b>	

Public Law 107-110, <i>No Child Left Behind Act of 2001</i> (NCLB) Requirements	Found on page #
1. <b>Convene an annual meeting:</b> 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>	
2. <b>Offer a flexible number of meetings:</b> 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>	
3. <b>Involve parents, in an organized, ongoing, and timely way:</b> 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>	
4. <b>Provide parents with timely information:</b> 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>	
5. <b>Provide parents with an opportunity to submit dissenting views:</b> 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>	

**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)

## **PROFESSIONAL DEVELOPMENT ACTIVITIES PLAN**

If your district is participating in a Federal Programs Consolidated Monitoring complete the information in the chart below for planned professional development for the current school year. Only include professional development paid in whole or in part with federal funds.

**Funding Source:**

Note what federal funding source(s) paid for the professional development activity.

**Date:**

Date or date range that the professional development activity will take place.

**Planned Professional Development Activity Description:**

Include name of activity along with information such as registration fees, lodging, transportation, per diem, training products purchased, trainer fees, stipends etc.

**Total Number of Staff to be Trained:**

Include all staff members that participated in the professional development activity.

**Total Cost:**

Provide a total of the federal funds used to pay for the professional development activity.

<b>Funding Source</b> (i.e., 511, 541, 556)	<b>Date</b>	<b>Planned Professional Development Activity Description</b>	<b>Total Number of Staff to be Trained</b>	<b>Total Cost</b>

## **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 –*

- Employs systematic, empirical methods that draw on observation or experiment;*
- Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;*
- 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;*
- 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;*
- 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*
- 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:	
Current ACCESS for ELLs® Test tier (A, B, or C):	

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

#### CURRENT PLACEMENT TEST INFORMATION ACCESS FOR ELLS® TEST INFORMATION

#### CURRENT

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

#### 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.

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:	
	Annual English Language Proficiency (ELP) Assessment (ACCESS for ELLs® Test)
	Annual English Language Proficiency (ELP) Assessment (Alternate ACCESS for ELLs Test)
	Oklahoma Core Curriculum Tests (Criterion Referenced Tests or End of Instruction Tests) with accommodations
	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 <sup>3</sup> 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>			
<b>Summary of Analysis</b> <ul style="list-style-type: none"> <li><i>The district has a policy for educating ELLs, but it is in need of revision.</i></li> <li><i>The district does not have a process to inform staff about the program implemented in their school.</i></li> <li><i>Schools do not fully understand sheltered instruction or how ELL students were being served in their building.</i></li> <li><i>Sheltered Instruction was a decision made at the central district office level and did not include building staff.</i></li> </ul>			
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:

**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.

*Example Goal A. The program has strong, effective, and knowledgeable leadership.*

*Example Goal B. The district uses a well-defined and inclusive process to select and refine a model design.*

*Example Goal C. This goal is dependent on which program model is reviewed.*

*Example Goal D. This goal is dependent on which program model is reviewed.*

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

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**

<i>Example GOAL A. The program has a quality professional development plan that builds the capacity of program and general education staff.</i>			
<i>Example Goal B. Professional Development for Program Teachers</i>			
<i>Example Goal C. Professional Development for Program Paraprofessionals</i>			
<i>Example Goal D. Professional development for General Education Teachers, Staff and Administrators</i>			
<i>Summary of Analysis (These can include strengths as well as changes to be made.)</i>			
<b>Objective</b>	<b>Actions Step</b>	<b>Person(s) Responsible</b>	<b>Timelines</b>

## 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.*

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

Objective	Actions Step	Person(s) Responsible	Timelines

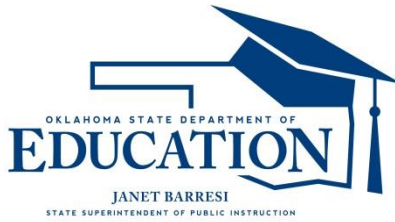
## Section VIII. Program Evaluation

*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.

<b>Measurable Outcome 1.1</b> The percentage of the eligible migrant preschool children receiving a high-quality early childhood education will increase annually toward the statewide target.	<b>Indicator 1.1</b> The MEP will identify the number of migrant children designated as attending early childhood programs as evidenced by migrant enrollment records.
<b>Measurable Outcome 1.2</b> 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.	<b>Indicator 1.2</b> 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.
<b>Measurable Outcome 1.3</b> The percentage of migrant kindergartners who enroll in kindergarten after the age of 5.9 years will decrease annually toward the statewide target.	<b>Indicator 1.3</b> 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,

### 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.

<b>Measurable Outcome 2.1.1</b> 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.	<b>Indicator 2.1.1.1</b> 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)
<b>Measurable Outcome 2.1.2</b> 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	<b>Indicator 2.1.2.2</b> 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.
<b>Measurable Outcome 2.1.3</b> 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.	<b>Indicator 2.1.3.1</b> 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)

**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

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

**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.

<b>Measurable Outcome 3.1.1</b> 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	<b>Indicator 3.1.1.1</b> 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.)
<b>Measurable Outcome 3.1.2</b> 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.	<b>Indicator 3.1.2.1</b> The program will survey educators working with migrant students to identify the impact of the professional development opportunities offered through the MEP.

### 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.

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

#### **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.

<b>Measurable Outcome 5.1.1</b> 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	<b>Indicator 5.1.1.1</b> Reports submitted to OSDE MEP detailing the status of students in the mentioned areas of concern
<b>Measurable Outcome 5.1.2</b> 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	<b>Indicator 5.1.2.1</b> Detailed report of the strategies provided to migrant students as the result of the data on the areas herewith mentioned.

#### **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.

# ***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 establezcan 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 establezcan 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 reportar 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><b>Administrative Responsibilities</b></i>	<i><b>Teacher Responsibilities</b></i>	<i><b>Family Responsibilities</b></i>	<i><b>Student Responsibilities</b></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)*

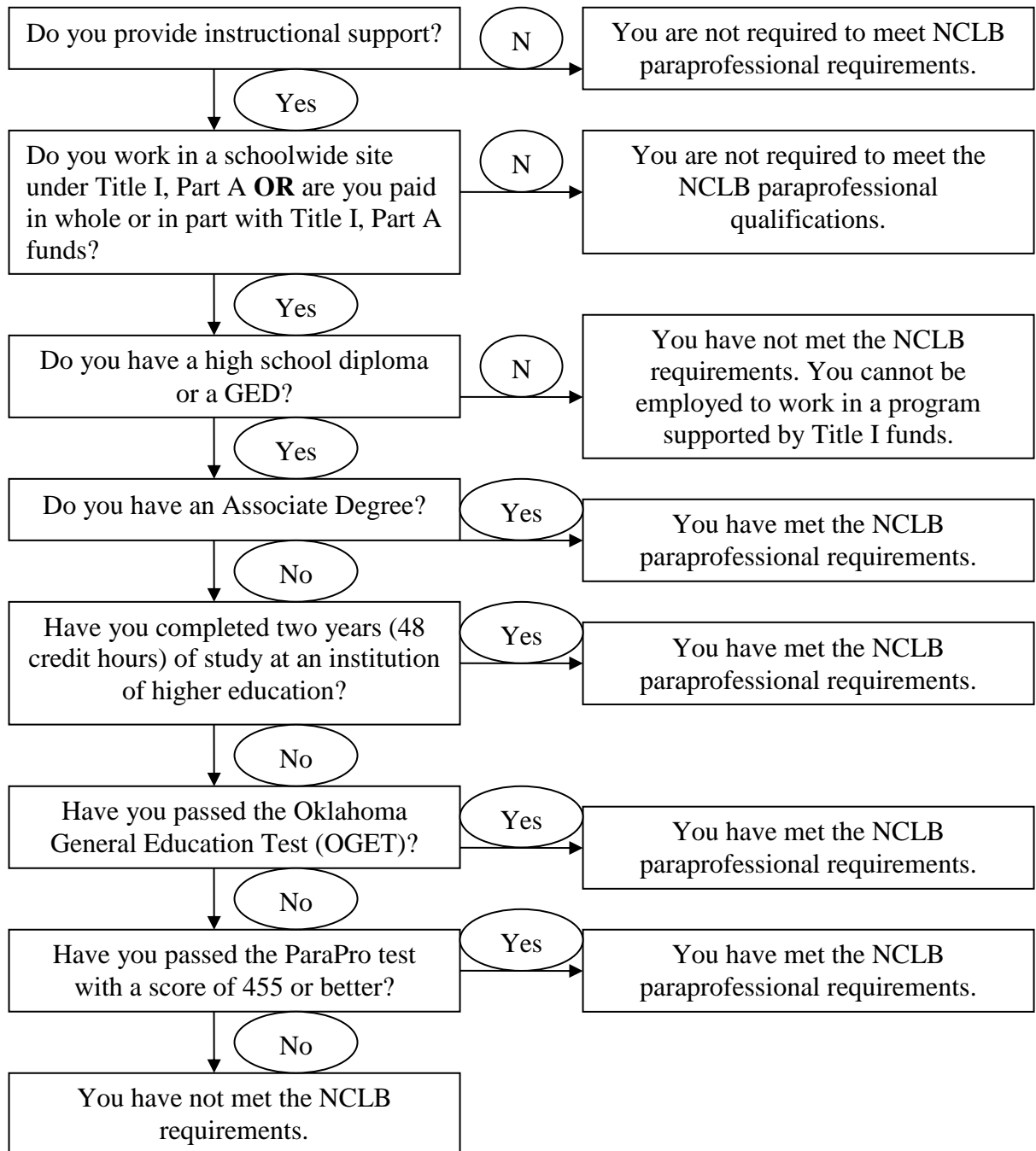
When providing any instructional support services the paraprofessional must be under the direct supervision of a highly qualified teacher.

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.



## PARAPROFESSIONAL QUALIFICATION TEMPLATE

### Certification of Qualified Instructional Support Paraprofessionals

District Name

Code

County Name

Code

Title I of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind (NCLB) Act, is designed to help disadvantaged children reach high academic standards. Properly trained paraprofessionals can play important roles in improving student achievement in Title I schools where they can reinforce and augment a teacher's effort in the classroom. Instructional paraprofessionals must work directly under the supervision of a highly qualified teacher. [Section 1119(g)(2)]

See Section 1119(c)(1) of NCLB for further information on this requirement.

Please list all paraprofessionals providing instructional support, the site code where each is providing support, grade level for support, and enter a check mark in the column for the qualification requirement the paraprofessional has met.

Name of Paraprofessional	Site Code	Grade Level	Federal Funding Project Code	Paraprofessional has met requirement with:					Has NOT met requirements	Works under the direct supervision of a highly qualified teacher
				Associate Degree	48 Hours of College Credit	Oklahoma General Education Test (OGET)	Paraprofessional Test (ParaPro)	WorkKey		
(Example) John R. Doe	105	K-5	511		X					Yes

## **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.

## Daily Log

Employee's Name: \_\_\_\_\_

Employee Number or Social Security Number:	Pay Period Dates:
--	-------------------

[illegible]

**Employee's Signature:** \_\_\_\_\_

**Supervisor's Signature:** \_\_\_\_\_

### 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		
<b>Public Law 107-110, No Child Left Behind Act of 2001 (NCLB) Requirements</b>		<b>Completed</b>
<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> <p><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.</p> <p><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>		
<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></p> <p>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> <p><input type="checkbox"/> How the district will identify the needs of eligible private school children and teachers;</p> <p><input type="checkbox"/> What services the district will offer;</p> <p><input type="checkbox"/> How the decision of services delivered will be made;</p> <p><input type="checkbox"/> How, where, and by whom services will be provided;</p> <p><input type="checkbox"/> How the district will assess services to eligible private school students;</p> <p><input type="checkbox"/> Size and scope of equitable services;</p> <p><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;</p> <p><input type="checkbox"/> Equitable services the district will provide to teachers and families of participating private school children; and</p> <p><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> <p><b>District must maintain a record of a written affirmation signed by each participating private school as documentation that the required consultation has occurred.</b></p> <p><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).

<b>Name</b>	<b>Position</b>	<b>Affiliation</b>
	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.

<b>Meeting Date</b>	<b>Meeting Topic</b>	<b>Number Present</b>

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

**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 due to migrant lifestyle	

# 1 – 4  
1 ITEM MUST  
HAVE A CHECK.

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

Check all that apply	Criteria (Reference boxes to the left)	Year in Which Criteria Occurred
<div># 5-11 ONLY 1 CHECK IS NEEDED.</div>	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>	
	<div># 12-18 AT LEAST 2 CHECKS ARE NEEDED IF NO CHECKS ARE PRESENT IN NUMBERS 5-11.</div>	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>		
18. <i>Repeated a grade level or course</i>		

**OR**

**\*\*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**

<b>Allocations to Oklahoma School Districts</b>	
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.	

<b>School Site Eligibility</b>	
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.

<b>Eligibility and Identification of Students</b>	
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.

## 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*



## **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](http://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](http://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](http://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](mailto: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](http://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](http://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><b>INTRODUCTION</b> 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><b>INTRODUCCIÓN</b> 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><b>ARTICLE I: NAME</b> The name of this council is the Migrant Parent Advisory Council of [<i>district name</i>], hereafter referred to as the PAC.</p>	<p><b>ARTÍCULO I: NOMBRE</b> 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><b>ARTICLE II: ROLE OF THE PAC</b> 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><b>Section 1:</b> Improving the District Improvement Plan for the Migrant Education Program.</p> <p><b>Section 2:</b> Improving programs and services offered to migrant children.</p> <p><b>Section 3:</b> Improving evaluation of the Migrant Education Program.</p> <p><b>Section 4:</b> Increasing the quantity and quality of parent involvement.</p> <p><b>Section 5:</b> Considering other items which may be appropriate to the role of the PAC (i.e., service delivery, needs assessment, etc.).</p>	<p><b>ARTÍCULO II: EL PAPEL DEL PAC</b> 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><b>Sección 1:</b> Mejorar el plan de mejoramiento del distrito para el Programa Migrante.</p> <p><b>Sección 2:</b> Mejorar los programas y los servicios que se les ofrecen a los niños migrantes.</p> <p><b>Sección 3:</b> Mejorar la evaluación del Programa Migrante.</p> <p><b>Sección 4:</b> Aumentar la cantidad y la calidad del involucramiento de los padres.</p> <p><b>Sección 5:</b> 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><b>ARTICLE III: BASIC POLICIES</b></p> <p><b>Section 1:</b> The PAC shall be nonpolitical, noncommercial, and nonsectarian (not connected to any political group, business, or religion).</p> <p><b>Section 2:</b> The PAC shall support the improvement of education in cooperation with the district.</p> <p><b>Section 3:</b> 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><b>ARTÍCULO III: REGLAMENTOS BÁSICOS</b></p> <p><b>Sección 1:</b> El PAC no deberá ser político, comercial ni sectario (no asociado con cualquier grupo político, negocio o religión).</p> <p><b>Sección 2:</b> El PAC apoyará el mejoramiento de la educación en cooperación con el distrito.</p> <p><b>Sección 3:</b> 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><b>ARTICLE IV: MEMBERSHIP</b></p> <p><b>Section 1:</b> The majority of the PAC membership shall consist of migrant parents or guardians of <u>eligible</u> identified migrant children.</p> <p><b>Section 2:</b> District personnel who represent the interest of migrant parents may also be members.</p> <p><b>Section 3:</b> Members shall be selected through election, by volunteering, and/or nomination.</p> <p><b>Section 4:</b> The membership shall consist of no less than 5 members, if possible.</p> <p><b>Section 5:</b> Members shall be appointed to a two-year term and be eligible for reappointment for one consecutive term.</p> <p><b>Section 6:</b> Members who serve two consecutive terms are eligible to serve again after sitting out one term (2 years).</p> <p><b>Section 7:</b> Each new term shall begin September 1.</p> <p><b>Section 8:</b> All members shall be knowledgeable of the needs of migratory children.</p>	<p><b>ARTÍCULO IV: MEMBRESÍA</b></p> <p><b>Sección 1:</b> La mayoría de los miembros del PAC consistirá de padres o guardianes de niños migrantes que son identificados y <u>elegibles</u>.</p> <p><b>Sección 2:</b> El personal del distrito que representa el interés de padres migrantes también puede ser miembros.</p> <p><b>Sección 3:</b> Los miembros serán seleccionados por elección, por autonominación, ser nominados y/o designados.</p> <p><b>Sección 4:</b> La membresía consistirá de no menos de 5 miembros, si es posible.</p> <p><b>Sección 5:</b> Los miembros serán designados a un término de dos años y tienen derecho de ser renombrados por un término consecutivo.</p> <p><b>Sección 6:</b> Los miembros que sirven dos términos consecutivos tienen derecho de servir otra vez después de no participar por un término (2 años).</p> <p><b>Sección 7:</b> Cada término nuevo empezará el 1ero de septiembre.</p> <p><b>Sección 8:</b> Todos los miembros deberán tener conocimiento de las necesidades de los niños migrantes.</p>
<p><b>Section 9:</b> Members whose eligibility expires during the school year may continue to serve</p>	<p><b>Sección 9:</b> Los miembros cuya elegibilidad se vence durante el año escolar podrán seguir</p>

<p>on the council until the end of that school year.</p> <p><b>Section 10:</b> All PAC members must be endorsed by the appropriate district administrator.</p>	<p>sirviendo en el PAC hasta el fin de ese año escolar.</p> <p><b>Sección 10:</b> Todos los miembros del PAC deben ser aprobados por el administrador apropiado del distrito.</p>
<p><b>ARTICLE V: ELECTION OF OFFICERS</b></p> <p><b>Section 1:</b> The PAC shall elect a President, Vice-President, and a Secretary.</p> <p><b>Section 2:</b> 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><b>ARTÍCULO V: ELECCIÓN DE OFICIALES</b></p> <p><b>Sección 1:</b> El PAC elegirá a un presidente, un vice-presidente y un/a secretario/a.</p> <p><b>Sección 2:</b> 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><b>ARTICLE VI: DUTIES OF OFFICERS</b></p> <p><b>Section 1: President:</b> 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><b>Section 2: Vice-President:</b> The Vice-President shall preside in the absence of the President and exercise the duties of that office.</p> <p><b>Section 3: Secretary:</b> 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><b>ARTÍCULO VI: RESPONSABILIDADES DE LOS OFICIALES</b></p> <p><b>Sección 1: Presidente:</b> 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><b>Sección 2: Vicepresidente:</b> 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><b>Sección 3: Secretario/a:</b> 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><b>ARTICLE VII: MEETINGS AND ATTENDANCE</b></p> <p><b>Section 1:</b> 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><b>Section 2:</b> Meetings shall be held not less than two (2) times per school year, if possible.</p> <p><b>Section 3:</b> Meetings shall be convenient for parents and accommodate parents' work schedules.</p>	<p><b>ARTÍCULO VII: REUNIONES Y ASISTENCIA</b></p> <p><b>Sección 1:</b> Las reuniones pueden estar abiertas al público, pero sólo los miembros del PAC pueden tomar parte en la discusión y votar.</p> <p><b>Sección 2:</b> Las reuniones tendrán lugar no menos de tres (3) veces durante el año escolar, si es posible.</p> <p><b>Sección 3:</b> Las reuniones serán durante horarios convenientes para los padres.</p>

<p><b>Section 4:</b> Meetings shall be conducted in a language all parents can understand. If a translator is needed, one shall be provided.</p> <p><b>Section 5:</b> All materials (agendas and minutes) shall be provided in a language and format all parents can understand.</p> <p><b>Section 6:</b> 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><b>Section 7:</b> Fifty percent or more of the PAC members eligible to serve shall sufficient for the transaction of business.</p>	<p><b>Sección 4:</b> Las reuniones serán realizadas en un idioma que todos los padres puedan comprender. Si se necesita traductor, uno será proporcionado.</p> <p><b>Sección 5:</b> Todas las materias (la agenda, la minuta, etc.) serán proporcionadas en el idioma y el formato que todos los padres puedan comprender.</p> <p><b>Sección 6:</b> 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><b>Sección 7:</b> 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><b>ARTICLE VIII: PARLIAMENTARY AUTHORITY</b>  <b>Section 1:</b> <i>Robert's Rules of Order Newly Revised</i>, 10<sup>th</sup> edition, shall govern the PAC in all cases, except where superceded by these laws.</p>	<p><b>ARTÍCULO VIII: AUTORIDAD PARLAMENTARIA</b>  <b>Sección 1:</b> Las Reglas de Robert de la Orden revisadas nuevamente gobernarán el PAC en todos casos menos donde supercedieron por estas leyes.  <b>Sección 2:</b> El Presidente elegirá a un/a Parlamentario/a, si es posible.</p>
<p><b>ARTICLE IX: AMENDMENTS</b>  <b>Section 1:</b> Amendments to the bylaws may be recommended by any PAC member.</p> <p><b>Section 2:</b> Amendments shall be presented during a PAC meeting.</p> <p><b>Section 3:</b> The bylaws can be amended by a two-thirds vote of the members present.</p>	<p><b>ARTÍCULO IX: ENMIENDAS</b>  <b>Sección 1:</b> Las enmiendas a los reglamentos pueden ser recomendadas por cualquier miembro del PAC.</p> <p><b>Sección 2:</b> Las enmiendas serán presentadas durante una junta del PAC.</p> <p><b>Sección 3:</b> Los reglamentos pueden ser enmendados por un voto de dos tercios del presente del quórum.</p>

**OKLAHOMA STATE DEPARTMENT OF EDUCATION MIGRANT  
EDUCATION PROGRAM (MEP)  
CERTIFICATE OF ELIGIBILITY (COE) REVIEW PROCESS 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.