**Oklahoma State Department of Education**

**Office of Federal Programs**

**Federal Programs Resource Toolkit**

Revised July 2015

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TITLE I, PART A, SECTION HIGHLIGHTS

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

# *PLANS*

## *TARGETED ASSISTANCE PLAN*

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

**Part I – Contact Information**

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

**Part II - Assurance**

|  |
| --- |
| The Targeted Assistance Plan meets all criteria as referenced in the ESEA Section 1115 Guidance and the Targeted Assistance Plan Checklist provided by the Oklahoma State Department of Education. Parents and the community were informed of services provided by the Title I Targeted Assistance Program. Meeting date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 🞏 Include a Copy of Meeting Agenda and/or Attendance Records.Faculty and staff were informed and are committed to the Title I Targeted Assistance Program. Meeting date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 🞏 Include a Copy of Meeting Agenda and/or Attendance Records. |
| Signature of Superintendent | Date |
| Signature of Principal | Date |

**Part III – Components**

**Component 1: Targeted Assistance Program Planning Team**

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

Section A – Core Planning Team

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

**Component 2: Title I Student Selection**

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

Section A – Overview

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

Section B – Ongoing Process of Targeted Students

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

**Component 3: Reform Strategies**

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

Section A - Scientifically Based Research (SBR)

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

Section B – Extended Day/Extended Year

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

Section C – Special Populations

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

**Component 4: Transition Strategies**

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

Section A – Identifying Transition Points

|  |  |  |  |
| --- | --- | --- | --- |
| **Transition** | **Grade(s)/Program(s) Affected** | **Transition Strategies/Activities** | **Timeline** |
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Section B – Overview

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

**Component 5: Instruction by Highly Qualified Teachers**

*All teachers and paraprofessionals providing services in a Title I Targeted Assistance Program must be highly qualified.*

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

Section A – Highly Qualified Teachers (HQT) and Paraprofessionals

|  |  |  |
| --- | --- | --- |
| **Number of Title I Teachers** | **Number of HQT**  | **Number of Non HQT**  |
|  |  |  |
| **Number of Title I Paraprofessionals** | **Number of HQT Paraprofessionals** | **Number of Non HQT Paraprofessionals** |
|  |  |  |

**Component 6: Professional Development**

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

Section A – Overview

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Professional Development Activity** | **Date(s)** | **Number of****Title I Participants** | **Description****(i.e., content, duration of time)** |
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Section B – Monitoring and Evaluation

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

**Component 7: Parental Involvement**

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

Section A - Overview

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

Section B – Communication

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

Section C – Documentation

|  |
| --- |
| At a minimum, Targeted Assistance sites MUST develop and retain copies of the following documents:* Copy of the Site Parent Involvement Policy
* Copy of the Site Parent/School Compact
* Copy of Notification to Parents of the Annual Parent Informational Meeting
* Agenda and Attendance List for the Annual Parent Informational Meeting
* Examples of School/Parent Communication
* Copy of Notification to Parents Regarding Student Achievement Reports and Test Scores
* Copy of Notification of Title I Programs and Opportunities
 |

**Component 8: Coordination of funds**

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

Section A – Overview

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

**Part IV – Evaluation and Revision**

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

Section A – Overview

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

## *SCHOOLWIDE PLAN*

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

**TITLE I SCHOOLWIDE PROGRAM-PLAN TEMPLATE**

**OKLAHOMA STATE DEPARTMENT OF EDUCATION**

**Assurances**

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

**Component 1: Needs Assessment**

**Step 1: Schoolwide Program Planning Team**

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

Section A – Core Planning Team

|  |  |  |
| --- | --- | --- |
| **Name** | **Title** | **Stakeholder Group** |
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| Briefly describe how core planning team members were selected and how members of the school and community not on the core planning team will be involved in the implementation and evaluation of the Schoolwide Plan. |

Section B – Technical Assistance Provider

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

**Step 2: Clarifying the Vision for Reform**

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

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

|  |
| --- |
| Start typing here. |

**Step 3: Creating the School Profile**

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

 *1) student needs,*

*2) curriculum and instruction,*

*3) professional development, family and community involvement, and*

*4) school context and organization.*

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

|  |
| --- |
| Start typing here.  |

**Step 4: Data Collection**

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

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

|  |  |  |
| --- | --- | --- |
|  **Student Achievement Data**(i.e., OCCT, Benchmarks, District Assessments, DIBELS, Student Report Cards) | **Perception Data**(i.e., Staff/Student/Parent surveys, Self-Assessments, Meeting Minutes) | **Demographic Data**(i.e., Attendance, Truancy, Ethnicity, Low-Income, Special Education) |
|  |  |  |
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**In the space below, describe the team’s data collection process.**

|  |
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| Start typing here. |

**Step 5: Data Analysis**

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

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

|  |
| --- |
| Start typing here. |

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

|  |
| --- |
| Start typing here.  |

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

|  |
| --- |
| Start typing here. |

**Component 2: Schoolwide Reform Strategies**

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

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

|  |
| --- |
| Start typing here. |

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

|  |
| --- |
| Start typing here. |

**Component 3: Instruction by Highly Qualified Teachers**

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

**Highly Qualified Teachers (HQT) and Paraprofessionals**

|  |  |  |
| --- | --- | --- |
| **Number of Certified Teachers** | **Number of HQT**  | **Number of Non HQT**  |
|  |  |  |
| **Number of Paraprofessionals** | **Number of HQT Paraprofessionals** | **Number of Non HQT Paraprofessionals** |
|  |  |  |

**Teaching Experience**

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

**Education**

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

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

|  |
| --- |
| Start Typing here. |

**Component 4: Professional Development**

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

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

|  |
| --- |
| Start typing here. |

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

|  |
| --- |
| Start typing here. |

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

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

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

**Teacher Turnover Rate**

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

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

|  |
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| Start typing here. |

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

|  |
| --- |
| Start typing here. |

**Component 6: Strategies to Increase Parental Involvement**

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

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

|  |
| --- |
| Start typing here. |

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

|  |
| --- |
| Start typing here. |

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

|  |
| --- |
| Start typing here. |

**Component 7: Transition Strategies From One Grade Level to Another**

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

**Identifying Transition Points**

|  |  |  |  |
| --- | --- | --- | --- |
| **Transition** | **Grade(s) Affected** | **Transition Strategies/Activities** | **Timeline** |
|  |  |  |  |
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**In the box below, describe how the school uses the listed strategies to ensure a seamless educational program for at-risk students.**

|  |
| --- |
| Start typing here. |

**Component 8: Teacher Inclusion in School Decisions**

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

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

|  |  |  |
| --- | --- | --- |
| **Assessment** | **Timeline** | **Purpose** |
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**In the space below, describe the process used by teachers to analyze the data and describe how teachers are using results of the data analysis to improve instruction.**

|  |
| --- |
| Start typing here. |

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

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

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

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

|  |
| --- |
| Start typing here. |

**Component 10: Coordination of Funds**

*Schoolwide schools are expected to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement.*

**In the space below, describe how local, state, and federal programs will be coordinated to support high-quality learning opportunities for all students in your school and how these programs are aligned to the Schoolwide goals.**

|  |
| --- |
| Start typing here. |

**In the chart below, list the school’s funding sources and how each is used to support the goals of the schoolwide plan.**

|  |  |  |
| --- | --- | --- |
| **Funding Source** | **Program/Service Impacted** | **Coordination of Effort****(modifications made to align with schoolwide goals)** |
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**Required Documentation**

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

**TITLE I SCHOOLWIDE PROGRAM-DATA PROFILE ADDENDUM**

**OKLAHOMA STATE DEPARTMENT OF EDUCATION**

**(Include last three (3) years of data)**

1. Student Enrollment by Gender

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year** | **Total Enrollment** | **# Male** | **% Male** | **# Female** | **% Female** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

2. Student Enrollment by Ethnicity

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

3. Students Eligible for Free and Reduced Lunch Program

|  |  |  |
| --- | --- | --- |
| **Year** | **Number** | **Percent of Population** |
|  |  |  |
|  |  |  |
|  |  |  |

4. Students Participating in Title I Programs

|  |  |  |
| --- | --- | --- |
| **Year** | **Program Enrollment** | **Percent of Population** |
|  |  |  |
|  |  |  |
|  |  |  |

5. Student Attendance

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

6. Student Tardy Rate

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

7. Student Mobility Rate

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

8. Student Truancy Rate

|  |  |  |
| --- | --- | --- |
| **Year** | **Average Daily Truancy** | **Percent of Student Population** |
|  |  |  |
|  |  |  |
|  |  |  |

9. Students Identified as English Language Learners (ELL)

|  |  |  |
| --- | --- | --- |
| **Year** | **Program Enrollment** | **Percent of Student Population** |
|  |  |  |
|  |  |  |
|  |  |  |

10. Student Behavior

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

**TITLE I SCHOOLWIDE PROGRAM-PROFESSIONAL DEVELOPMENT PLAN**

**OKLAHOMA STATE DEPARTMENT OF EDUCATION**

**In the chart below, list the professional development activities planned for the school year. More lines may be added as needed.**

**Year of Plan: 20\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| **Professional Development Activity** | **Date(s)** | **Participant Group** | **Description****(i.e., content, duration of time)** |
|  |  |  |  |
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## *SCHOOLWIDE PROGRAM ANNUAL REVIEW*

*(For Established Schoolwide School Programs)*

|  |
| --- |
| **Overview of Annual Review Requirements** |
| **A copy of the Annual Program Review and a revised Schoolwide Plan need not be submitted to the Oklahoma State Department of Education unless requested for monitoring purposes.**Title I regulations require that all schoolwide sites have a written, comprehensive and current site plan. Sites should conduct an annual review of the schoolwide program to evaluate its effectiveness. The purpose of this review is to evaluate all components and to make revisions for the upcoming school year. The annual review can also serve other purposes such as:* Inform internal program management and help school leaders make informed decisions to improve the quality of their program;
* Answer stakeholder questions and help them better understand how effectively the school is meeting its stated goals;
* Increase understanding of specific strategies and help the school determine the usefulness of the activities it has undertaken to increase student achievement; and
* Promote interest in and support of a program or activity by illustrating certain strategies, their outcomes in terms of improving student achievement, and increasing support for their use.

Just as the Schoolwide Plan should be considered a living document, the annual review should be thought of as a continuous cycle always affecting future progress of the schoolwide program. A review of the strategies and action steps originally proposed in the plan, an analysis of data, and input from various stakeholders should inform revision of the original Schoolwide Plan and reflect a revitalization of the school’s commitment ensuring all students have equal opportunity to achieve at high levels.This toolkit is designed to be a guide during the annual program review process. Though there is no required format for the annual program review, the *Designing Schoolwide Programs Non-Regulatory Guidance* outlines specific requirements and suggested steps for review, which were used to create this document. A school wishing to format the annual review differently, should consult the guidance to ensure all requirements are met.This Annual Program Review Toolkit includes a template for writing the annual review as well as several resources such as Annual Data Review Action Steps, Document Checklist, Action Plan Templates and Guiding Questions for the 10 Required Components of a Schoolwide Plan.Documents gathered during the Annual Program Review and the revised Schoolwide Plan should be kept on file at the school site and be made available to all stakeholders. Results from the Annual Program Review must be shared with parents and staff on an annual basis and be made available upon request. |

**Step I – Assign a Schoolwide Program Review Team**

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

Section A – Schoolwide Program Review Team

|  |  |  |
| --- | --- | --- |
| **Name** | **Title** | **Stakeholder Group** |
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|  |  |  |
| Section B - Overview |
| Briefly describe how review team members were selected and which tasks were outlined for the team to accomplish. |

Section C - Documentation

|  |
| --- |
| Record and file the following documentation concerning the schoolwide program review team:* Attendance Records, Agenda and Minutes of all program review meetings.
 |

**Step II – Data Collection**

Section A – Types of Data

|  |  |  |
| --- | --- | --- |
| **Student Achievement Data****(OCCT, Benchmarks, District Assessments, Report Cards)** | **Perception Data****(Staff/Student/Parent Surveys, Self-Assessments, Meeting Minutes)** | **Demographic Data****(Attendance, Truancy, Ethnicity, Low-Income, Special Education)** |
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| Section B - Overview |
| Briefly describe the data collection process. |

Section C - Documentation

|  |
| --- |
| Record and file the following documentation concerning the schoolwide program review team:* Copies of Data Used in the Annual Review
* Agenda, Minutes, and Attendance Record for Data Review Meetings
 |

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

1. Student Enrollment by Gender

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year** | **Total Enrollment** | **# Male** | **% Male** | **# Female** | **% Female** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

2. Student Enrollment by Ethnicity

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

3. Students Eligible for Free and Reduced Lunch Program

|  |  |  |
| --- | --- | --- |
| **Year** | **Number** | **Percent of Population** |
|  |  |  |
|  |  |  |
|  |  |  |

4. Students Participating in Targeted Title I Programs

|  |  |  |
| --- | --- | --- |
| **Year** | **Program Enrollment** | **Percent of Population** |
|  |  |  |
|  |  |  |
|  |  |  |

5. Student Attendance

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

6. Student Tardy Rate

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

7. Student Mobility Rate

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

8. Student Truancy Rate

|  |  |  |
| --- | --- | --- |
| **Year** | **Average Daily Truancy** | **Percent of Student Population** |
|  |  |  |
|  |  |  |
|  |  |  |

9. Students Identified as English Language Learners (ELL)

|  |  |  |
| --- | --- | --- |
| **Year** | **Program Enrollment** | **Percent of Student Population** |
|  |  |  |
|  |  |  |
|  |  |  |

10. Student Behavior

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

11. Highly Qualified Teachers (HQT) and Paraprofessionals

|  |  |  |
| --- | --- | --- |
| **Number of Certified Teachers** | **Number of HQT**  | **Number of Non HQT**  |
|  |  |  |
| **Number of Paraprofessionals** | **Number of HQT Paraprofessionals** | **Number of Non HQT Paraprofessionals** |
|  |  |  |

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

13. Education

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

**Step III – Data Analysis**

Section A – Process

|  |
| --- |
| Briefly describe the process used to analyze the collected data. |

Section B – Summary of Analysis

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

Section C – Success of the Schoolwide Program

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

**Step IV – Review the Current Schoolwide Plan**

Section A – Overview

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

Section B – Focus Goals

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

Section C – Required Components

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

Section D – Deficiencies

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

**Step V - Modifications**

Section A – Area of Need

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

Section B – Focus Goals

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

Section C – 10 Required Components

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

Component 1: Schoolwide Reform Strategies

|  |
| --- |
| Implementation: |
| Evaluation: |
| Modification/Changes: |

Component 2: Instruction by Highly Qualified Teachers

|  |
| --- |
| Implementation: |
| Evaluation: |
| Modification/Changes: |

Component 3: Professional Development

|  |
| --- |
| Implementation: |
| Evaluation: |
| Modification/Changes: |

Component 4: High Quality Teachers to High Need Schools

|  |
| --- |
| Implementation: |
| Evaluation: |
| Modification/Changes: |

Component 5: Parental Involvement

|  |
| --- |
| Implementation: |
| Evaluation: |
| Modification/Changes: |

Component 6: Transition Strategies

|  |
| --- |
| Implementation: |
| Evaluation: |
| Modification/Changes: |

Component 7: Data Driven Decisions

|  |
| --- |
| Implementation: |
| Evaluation: |
| Modification/Changes: |

Component 8: Effective and Timely Additional Assistance

|  |
| --- |
| Implementation: |
| Evaluation: |
| Modification/Changes: |

Component 9: Coordination of Programs

|  |
| --- |
| Implementation: |
| Evaluation: |
| Modification/Changes: |

Component 10: Needs Assessment

|  |
| --- |
| Implementation: |
| Evaluation: |
| Modification/Changes: |

Section D – Documentation

|  |
| --- |
| 🞏 Step V Addendum for Each Identified Focus Goal |

**Step V Addendum – Schoolwide Focus Goals**

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

|  |
| --- |
| Goal: |
| Briefly describe the reasoning for the identified goal. |
| Describe the measurable outcomes for the goal (i.e., In 2009-2010, the percentage of students scoring 70 or below on the quarterly math assessment will decrease by 10%) |
| **Action Plan** |
| **Strategies and Action Steps** | **Resources Needed** | **Person(s) Responsible** | **Timeline** | **Evidence of Progress** |
|  |  |  |  |  |

**Guiding Questions – 10 Required Components**

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

|  |
| --- |
| Component #1 – Needs Assessment |
| * What does the data tell you about specific programs?
* What does the data tell you about specific subgroups?
* Are there any recognizable trends in the longitudinal data?
* What students/subgroups are achieving at your school?
* What students/subgroups are not achieving at your school?
* According to the data, what strategies and activities appear to be succeeding? Not succeeding?
* What additional data needs to be collected this year? Next year?
 |

|  |
| --- |
| Component #2 – Schoolwide Reform Strategies |
| * What Scientifically Based Research programs are currently being used at the school? Are they effective?
* How did the school increase the amount and quality of instructional time?Was it effective?
* What was done to strengthen the core academic program at the school?
* Is curriculum aligned with the *Priority Academic Student Skills (PASS)*?
* Have the schoolwide programs ensured that ALL students at the school have the opportunity to reach the State’s satisfactory and proficient levels of learning?
* How is technology being utilized in the classroom? Has it been effective in increasing engagement, motivation and achievement?
 |

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| --- |
| Component #3 – Instruction by Highly Qualified Teachers |
| * Are all teachers at the school highly qualified? All paraprofessionals?
* Are staff members being utilized in the best way possible to meet the needs of the students?
* How will the school site continue to ensure instruction by highly qualified teachers?
 |

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| --- |
| Component #4 – Professional Development |
| * Was the professional development plan implemented as planned? If not, why?
* Did the professional development received improve instruction in the classroom?
* Did the professional development received improve student achievement?
* Was the professional development adequately monitored and evaluated on an ongoing basis?
* How did the professional development plan align with the school improvement goals?
* What are the current professional development needs of the staff? Administrators?
* How will the newly identified needs be implemented in the updated plan?
 |

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| Component #5 – Highly Qualified Teachers to High Need Schools |
| * How many teachers are employed at the school?
* How many teachers have less than 3 years experience?
* What was the teacher turnover rate this year?
* What is the expected turnover rate for next year?
* What is the school doing to support teachers and provide time for mentoring and collaboration?
* How is the school recruiting highly qualified teachers?
* Does the district have equitable distribution of teachers where low-income high-minority students are not taught at a higher rate than other students by unqualified, out-of-field or inexperienced teachers?
 |

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| --- |
| Component #6 – Parental Involvement |
| * What services were provided to parents as part of the schoolwide plan?
* What communication was sent to parents this year?
* What other types of communication can be utilized?
* How was attendance at parent involvement activities? How could this be increased?
* Do any revisions need to be made to the parent involvement policy and parent compact?
* Have the parents been surveyed regarding parent involvement, communication, and other activities? If not, how can data be gathered from the parents?
 |

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| --- |
| Component #7 – Transitions |
| * Which transition activities were effective?
* Were all stakeholders involved in transition activities? If not, how can they be more involved in the future?
* Are there any gaps in the current transition activities? How can these be closed?
 |

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| --- |
| Component #8 – Data Driven Decisions |
| * Which assessments/benchmarks are currently used by the school to monitor student achievement? Are they effective?
* Do these assessments inform instruction?
* Are the assessments used by all staff and administrators to make decisions?
* How can the school better utilize assessment data?
 |

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| --- |
| Component #9 – Effective and Timely Additional Assistance |
| * How were low performing students identified during the school year?
* What interventions are in place to assist these students?
* Did low-performing students receive assistance in a timely manner?
* How is progress monitored?
 |

|  |
| --- |
| Component #10 – Coordination of Programs |
| * Do all resources (federal, state, local) support the schoolwide program?
* Do any activities or programs need to be modified to better support the schoolwide program?
 |

**Document Checklist**

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

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

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

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

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

## *PARENTAL INVOLVEMENT DISTRICT PLAN CHECKLIST*

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

|  |  |
| --- | --- |
|  District Name |  |
|  School Name |  |
|  Date |  |
| **Public Law 107-110, *No Child Left Behind Act of 2001 (NCLB)* Requirements**  | **Found on page #** |
| 1. The district and school must provide assistance to parents of participating Title I students in understanding such topics as the following:* State’s academic content and achievement standards
* State and local academic assessments
* Title I, Part A requirements
* How to monitor their child’s progress
* How to work with teachers to improve their child’s academic achievement

*Section 1118(e)(1)* |  |
| 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). *Section 1118(e)(2)* |   |
| 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. *Section 1118(e)(3)* |   |
| 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. *Section 1118(e)(4)* |  |
| 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. *Section 1118(e)(5)* |  |
| 6. The parents may request and the district and school site must provide reasonable support for parental involvement. *Section 1118(e)(14)* |  |

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 parentalinvolvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

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

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

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

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

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

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

(List activities.)

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

(List activities.)

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

 (List activities.)

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

(List actions.)

PART III. DISCRETIONARY DISTRICTWIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

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

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

PART IV. ADOPTION *(Sample Template)*

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

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

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (Signature of Authorized Official)

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (Date)

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

## *PARENTAL INVOLVEMENT SITE PLAN CHECKLIST*

**Required Components of a Site Parental Involvement Policy**

|  |  |
| --- | --- |
| **District Name:** |  |
| **School Name:** |  |
| **Date:** |  |

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

***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.)

1. 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.)*

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

 *(List actions.)*

1. The *name of school* will:
2. Convene an annual meeting to explain the Title I program to parents and inform them of their right to be involved in the program.
3. 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).
4. Involve parents in planning, review, and improvement of Title I programs.
5. 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.
6. 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.

**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 funds used to pay for the professional development activity.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Funding Source**(i.e., 511, 541, State) | **Date** | **Planned Professional Development Activity Description** | **Total Number of Staff to be Trained** | **Total Cost** |
|  |  |  |  |  |
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**HIGH-QUALITY PROFESSIONAL DEVELOPMENT**

*Title IX, Part A, Section 9101(34)*

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

 Improve and increase teachers’ knowledge of academic subjects and enable teachers to become highly qualified;

 Are an integral part of broad schoolwide and districtwide educational improvement plans;

 Give teachers and principals the knowledge and skills to help students meet challenging state academic standards;

 Improve classroom management skills;

 Are sustained, intensive, and classroom-focused and are not one-day or short-term workshops;

 Advance teacher understanding of effective instruction strategies that are based on scientifically based research; and

 Are developed with extensive participation of teachers, principals, parents, and administrators.

**SCIENTIFICALLY BASED RESEARCH**

*Title IX, Part A, Section 9101(37)*

*The term “scientifically based research”:*

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

*B. Includes research that –*

*i. Employs systematic, empirical methods that draw on observation or experiment;*

*ii. Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;*

*iii. Relies on measurements of observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;*

*iv. Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or within-condition controls;*

*v. Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and*

*vi. Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparable rigorous, objective, and scientific review. [Title IX, Part A, Section 9101(37)]*

## *LANGUAGE INSTRUCTION EDUCATIONAL PLAN*

Language Instruction Educational Plan (LIEP) for School Year \_\_\_\_\_\_\_\_\_\_\_\_ **This document is confidential.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_SCHOOL DISTRICT**

**Language Instruction Educational Plan (LIEP) for English Language Learners (ELLs)**

**STUDENT INFORMATION**

|  |  |
| --- | --- |
| Student’s name: |  |
| State Student ID Number (SSID): |  |
| School site: |  |
| Grade level: |  |
| Current ACCESS for ELLs® Test tier (A, B, or C): |  |

|  |  |  |
| --- | --- | --- |
| Test: | Date: | Score: |
| Pre-K Screener |  |  |
| K W-APT |  |  |
| W-APT |  |  |
| **Reference: “Oklahoma Placement Test Guidelines for ELLs”** |

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

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

**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 aqualified 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 test instructions in English. |  | Read aloud and repeat test items 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 C³ 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 IMPROVEMEN*T

**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 | 2 year | 4 year |

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 developingthis 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
1. Complete the “*AMAO Data Analysis Worksheet*” to identify areas of concern.
2. Complete “*AMAO Needs Assessment Workbook”* to evaluate the district’s current program/s to include:
	1. Program Characteristics
	2. Instruction
	3. Specialized and Supplemental Curriculum
	4. Staff Quality
	5. Professional Development to Meet the Needs of ELL Students.
	6. Parent and Community Involvement
	7. Student Assessments
	8. Program Evaluation
3. Upon completion of *AMAO* *Needs Assessment Workbook,* develop your Year Two or Four Improvement Plan.
4. 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 anddescribe the factors that prevented your school district from meeting AMAOs.)

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| ***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**

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| ***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: The district needs to hire additional personnel for every site in the district.*** |
| ***Example Goal D: The district's adopted Dual Language Program Model supports the goals of first and second language proficiency, and cross-cultural understanding.*** |
| ***Summary of Analysis*** * *The district has a policy for educating ELLs, but it is in need of revision.*
* *The district does not have a process to inform staff about the program implemented in their school.*
* *Schools do not fully understand sheltered instruction or how ELL students were being served in their building.*
* *Sheltered Instruction was a decision made at the central district office level and did not include building staff.*
 |
| **Objective** | **Actions Step** | **Person(s) Responsible** | **Timelines** |
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**Part II-A. Your District’s Improvement Plan**

**Team Members Names and Titles**

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| **Name** | **Title**  |
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*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**

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| 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**

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| **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** |
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| **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** |
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| **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** |
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| **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** |
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| **Section V. Professional Development to Meet the Needs of ELL Students** |
| ***Example GOAL A. The program has a quality professional development plan that builds the capacity of program and general education staff.*** |
| ***Example Goal B. Professional Development for Program Teachers*** |
| ***Example Goal C. Professional Development for Program Paraprofessionals*** |
| ***Example Goal D. Professional development for General Education Teachers, Staff and Administrators*** |
| ***Summary of Analysis (****These can include strengths as well as changes to be made.)* |
| **Objective** | **Actions Step** | **Person(s) Responsible** | **Timelines** |
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| **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** |
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| **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** |
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| **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** |
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## *LANGUANGE 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.*

1. **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.*

1. **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.*

1. **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.*

1. **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:

1. migrant students who meet the annual proficiency target in reading as measured by their scores in the standardized State Assessments.
2. migrant students who meet the annual proficiency target in mathematics as measured by their scores in the standardized State Assessments.
3. migrant students who improve in their English language proficiency as measured by the ACCESS for ELLs performance assessment.
4. 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.

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

**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.

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| **Measurable Outcome 2.1.1**Using the baseline of scores in the state standardized assessments, the percentage of migrant English learners moving from one proficiency level to the next (or making progress) will increase at a rate which is above the target for English learners statewide. | **Indicator 2.1.1.1**Documentation on district/school activities intended to influence migrant student improvement of their English language proficiency as measured with the ACCESS for ELLs Test results (AMAO 1) |
| **Measurable Outcome 2.1.2**Using the baseline of the Oklahoma state assessment scores the percentage of migrant English learners who would be expected to achieve English proficiency at Level 6 will increase at a rate at or above the target for the same group of English learners statewide  | **Indicator.2.1.2.2**The program will identify the percentage of migrant English learners that meet therequirements for the AMAO 2 according to theirACCESS for ELLs scores. |
| **Measurable Outcome 2.1.3**The percentage of migrant students who score at the proficient level or above in English-language arts will be consistent with the State growth target. | **Indicator2.1.3.1**The program will identify the number of migrant students who score proficient or above on the Oklahoma Core Criterion Tests (OCCTs) in English-language arts. (AMAO3) |

**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

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| **Measurable Outcome 2.2.1**The number of migrant students in grades 3-12 who are proficient in math will be consistent with Oklahoma’s growth targets. | **Indicator 2.2.1.2**The program will identify the number of migrant students scoring proficient or advanced on the OCCTs in mathematics. |
| **Measurable Outcome2.2.2**The number of migrant students who score at the proficient or advanced level in math 3-12 will increase by at least 5 percentage points annually. | **Indicator 2.2.2.1**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 *s*ummer 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 tobe 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.

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

**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.

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

|  |  |
| --- | --- |
| **Measurable Outcome 5.1.1**MEPs will have available data and include such information in their reports to OSDE that shows the status of migrant students on the areas of health, graduation rate, and services for out-of-school youth | **Indicator 5.1.1.1**Reports submitted to OSDE MEP detailing the status of students in the mentioned areas of concern |
| **Measurable Outcome 5.1.2**Report on additional support initiatives that result from the analysis of the disaggregated data obtained on the areas of health, graduation rate, and services for out-of-school youth | **Indictor 5.1.2.1**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 assessment*s* to determine migrant students’ health needs and insurance eligibility, whenever possible within 30 days of the student’s enrollment.
* Assist families in obtaining health insurance.
* Ensure that migrant students participate in health screenings provided by the LEA or other health agency*.*
* Coordinate and collaborate with health, social, and welfare agencies to ensure access to appropriate services.
* Provide health care referrals appropriate to identified needs.
* Provide emergency medical, dental, and other health services.
* Provide early intervention services, such as counseling and mentoring, support groups, and student assistance programs.

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

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

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

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

**EVALUATION PLAN**

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

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

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

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

Summative evaluation provides information on whether a program has met its goals or objectives and informs decisions about the continuation, modification, or expansion of a program. The summative evaluation will provide an assessment of the SSDP’s impact on the academic achievement and non-academic development of migrant children. It will highlight trends in factors affecting the implementation of programs and services. The information will assist the MEP, regions, LEA administrators, and parents to understand factors affecting service delivery and outcomes. Identifying these factors will enable key stakeholders to address obstacles to service delivery. These stakeholders will also be able to make informed decisions regarding maintenance, expansion, modification, and termination of specific services and programs. Student outcome data will provide a basis for program accountability to local, state, and federal stakeholders. Evaluation findings and accompanying data will provide MEP staff, region/ local administrators, LEA administrators, and parents’ information about the effectiveness of programs and services for migrant children.

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

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

## *EQUITABLE DISTRIBUTION PLAN*

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

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

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

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

## *EDUCATIONAL ASSISTANCE PLAN*

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

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

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

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

1. **Establish the eligibility requirements** for school personnel to receive tuition reimbursement from Title II A funds.

Eligibility criteria examples: be a certified teacher, teach a core academic subject (and give a definition of what is considered a core academic subject), work towards an advanced degree in a core academic subject, etc.

1. **Not be discriminatory in its eligibility requirements**

Indicate that the eligibility requirements are exclusively based on … (LEA created list), and they do not discriminate against …. (LEA created list).

1. **Not favor highly compensated employees.**

Describe how the plan meets this requirement, such as: tuition reimbursement is open to all certified teachers who meet the above eligibility requirements, regardless of … (LEA created list, including teacher remuneration).

1. **Indicate the amount that employees may receive during a school year.**

This will keep things equitable, and will not favor one teacher to receive all or the majority of the amount budgeted by the district for tuition reimbursement. Furthermore, please keep in mind that an LEA can never pay for an entire degree (even though a few classes are paid at a time).

1. **Be publicized to all employees who are eligible to participate.**

Make this plan part of the Faculty Handbook for example (to indicate that it is publicized and accessible to all employees, at any time). Then, you mention ways of disseminating this document.

# *LETTERS*

## *PARENTS RIGHT-TO-KNOW LETTER*

Date (Beginning of School Year)

Dear Parents and Guardians:

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

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

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

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

Sincerely,

District Superintendent

**PARENTS RIGHT-TO-KNOW**

*Section 1111(h)(6)*

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

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

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

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

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

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

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

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

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

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

## *PARENTS NOTIFICATION REGARDING “HIGHLY QUALIFIED” STATUS*

Date

Dear Parents and Guardians:

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

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

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

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

Sincerely,

District Superintendent

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

SAMPLE LETTER FOR A ***CONSORTIUM*** NOT MAKING TITLE III

 ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOS)

 (INSERT DATE)

Dear Parents/Guardians:

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

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

**2010-2011**

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

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

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

Sincerely,

(SUPERINTENDENT’S NAME)

(SCHOOL DISTRICT NAME)

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

 (INSERT DATE)

Dear Parents/Guardian:

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

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

**2012-2013**

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

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

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

Sincerely,

(SUPERINTENDENT’S NAME)

(SCHOOL DISTRICT NAME)

SAMPLE LETTER FOR A ***CONSORTIUM*** NOT MAKING TITLE III

ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOS)

\_\_\_\_\_\_\_\_\_\_ de \_\_\_\_\_\_\_\_\_\_\_ de 2014

Estimados Padres de Familia o Tutores:

La Ley del 2001, dice que “Ningún Niño se quede Atrás,” (conocida en ingles por sus siglas *NCLB*) require que todos los Estados establézcan estánderes de aprendizaje para los niños que están aprendiendo el idioma inglés. *NCLB* require que el Estado evalué 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 inglés 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 inglés,
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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pertenecer a un consorcio, que es un grupo de distritos escolares. El consorcio se cumplió con los números \_\_\_\_\_\_\_ y \_\_\_\_\_\_\_\_ de estos requisitos. Como miembro del consorcio, también nos gusta informarles los resultados de nuestro distrito a los padres de los estudiantes que están aprendiendo el idioma inglés. Las Escuelas de \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ cumplieron con los números \_\_\_\_\_\_\_\_\_\_\_\_ y \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ de los requisitos anteriormente dichos.

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

District Address

City, State, Zip

Phone Number

E-mail

 Atentamente,

Name, Title

Name of District

SAMPLE LETTER FOR A ***SCHOOL DISTRICT***  NOT MAKING TITLE III

ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOS)

\_\_\_\_\_\_\_\_\_\_ de \_\_\_\_\_\_\_\_\_\_\_ de 2014

Estimados Padres de Familia o Tutores:

La Ley del 2001, dice que “Ningún Niño se quede Atrás,” (conocida en ingles por sus siglas *NCLB*) require que todos los Estados establézcan estánderes de aprendizaje para los niños que están aprendiendo el idioma inglés. *NCLB* require que el Estado evalué 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 inglés 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 inglés,
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.

Las Agencias Educativas Locales (*LEA*) que cumplan con uno ó dos requisitos de los tres exigidos, tendrán que repórter 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. Parents 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:  |
| ***Administrative Responsibilities*** | ***Teacher Responsibilities*** | ***Family Responsibilities*** | ***Student Responsibilities*** |
| 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.

Do you provide instructional support?

You are not required to meet NCLB paraprofessional requirements.

Do you work in a schoolwide site under Title I, Part A **OR** are you paid in whole or in part with Title I, Part A funds?

Do you have a high school diploma or a GED?

You are not required to meet the NCLB paraprofessional qualifications.

You have not met the NCLB requirements. You cannot be employed to work in a program supported by Title I funds.

Do you have an Associate Degree?

Have you completed two years (48 credit hours) of study at an institution of higher education?

Have you passed the Oklahoma General Education Test (OGET)?

Have you passed the ParaPro test with a score of 455 or better?

You have not met the NCLB requirements.

You have met the NCLB paraprofessional requirements.

You have met the NCLB paraprofessional requirements.

You have met the NCLB paraprofessional requirements.

You have met the NCLB paraprofessional requirements.

|  |  |
| --- | --- |
| **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. |
|  |  |
|  | **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** |
| **Name of Paraprofessional**  | **Site Code** | **Grade Level**  | **Federal Funding Project Code** |
| (*Example*) John R. Doe | 105 | K-5 | 511 |  | X |  |  |  |  | *Yes* |
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## *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: |  |

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| --- | --- | --- | --- | --- |
| DAY | Funding Source  | Funding Source | Funding Source  | Totals |
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| **Totals** |  |  |  |  |
| **Percentage** |  |  |  |  |

|  |  |
| --- | --- |
| **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 |
|  |  |
|  |  |
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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**  |
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Principal/Supervisor Signature Date

## *PRIVATE SCHOOL SERVICES FORM*

|  |  |
| --- | --- |
|  District Name |  |
|  Private School Name |  |
|  Date |  |
| **Public Law 107-110, *No Child Left Behind Act of 2001 (NCLB)* Requirements**  | **Completed** |
| 1. Public school districts are required to identify private nonprofit schools in participating public school attendance areas and offer equitable services. *Section 1120(a)(1)*
* The public school district must have private nonprofit schools who wish to participate in federal programs complete the *Declaration of Intent to Participate in Federal Programs* form.
* The public school district must keep written documentation if the private nonprofit schools decline to participate in all or selected federal programs. *Section 1120(b)(4)*
 |  |
| 1. Private nonprofit school consultation must occur before a district makes any decisions that affect the opportunities of eligible private school children. *Section 1120(b)(2)* Consultation should occur throughout the implementation and assessment of activities.
 |  |
| 3. The following topics must be discussed during the ongoing consultation process:* How the district will identify the needs of eligible private school children and teachers;
* What services the district will offer;
* How the decision of services delivered will be made;
* How, where, and by whom services will be provided;
* How the district will assess services to eligible private school students;
* Size and scope of equitable services;
* 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;
* Equitable services the district will provide to teachers and families of participating private school children; and
* 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. *Section 1120(b)*

**District must maintain a record of a written affirmation signed by each participating private school as documentation that the required consultation has occurred.** *Section 1120(b)(4)* |  |
| 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. *Section 1120(b)(5)(A)* |  |
| 4. Educational services and other benefits to private schools, including materials and equipment must be secular, neutral, and non-ideological. *Section 1120(a)(2)* |  |
| 5. The public school district, not the private nonprofit school, must administer funds used to purchase and maintain inventory of materials, equipment, and property. *Section 1120(d)(1)* |  |

## *INVENTORY AND EQUIPMENT INFORMATION*

*OMB § 200.439*

Computing devices fall under supplies if the acquisition cost is less than $5000, regardless of the length of its useful life. Therefore, they do not have to be inventoried for federal program purposes.

**OMB § 200.20 Computing devices.**

*Computing devices* means machines used to acquire, store, analyze, process, and publish data and other information electronically, including accessories (or ‘‘peripherals’’) for printing, transmitting and receiving, or storing electronic information.

OMB **§ 200.33 Equipment.**

*Equipment* means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or $5,000. See also §§ 200.12 Capital assets, 200.20 Computing devices, 200.48 General purpose equipment, 200.58 Information technology systems, 200.89 Special purpose equipment, and 200.94 Supplies.

**OMB § 200.94 Supplies.**

*Supplies* means all tangible personal property other than those described in § 200.33 Equipment. A computing device is a supply if the acquisition cost is less than the lesser of the capitalization level established by the non-Federal entity for financial statement purposes or $5,000, regardless of the length of its useful life.

**OMB § 200.314 Supplies.** See also § 200.453 Materials and supplies costs, including costs of computing devices.

(a) Title to supplies will vest in the non-Federal entity upon acquisition. If there is a residual inventory of unused supplies exceeding $5,000 in total aggregate value upon termination or completion of the project or program and the supplies are not needed for any other Federal award, the non-Federal entity must retain the supplies for use on other activities or sell them, but must, in either case, compensate the Federal government for its share. The amount of compensation must be computed in the same manner as for equipment. See § 200.313 Equipment, paragraph (e)(2) for the calculation methodology.

(b) As long as the Federal government retains an interest in the supplies, the non-Federal entity must not use supplies acquired under a Federal award to provide services to other organizations for a fee that is less than private companies charge for equivalent services, unless specifically authorized by Federal statute.

**OMB § 200.439** Equipment and other capital expenditures.

(a) **Title.** Subject to the obligations and conditions set forth in this section, title to equipment acquired under a Federal award will vest upon acquisition in the non-Federal entity. Unless a statute specifically authorizes the Federal agency to vest title in the non-Federal entity without further obligation to the Federal government, and the Federal agency elects to do so, the title must be a conditional title. Title must vest in the non-Federal entity subject to the following conditions:

(1) Use the equipment for the authorized purposes of the project until funding for the project ceases, or until the property is no longer needed for the purposes of the project.

(2) Not encumber the property without approval of the Federal awarding agency or pass-through entity.

(3) Use and dispose of the property in accordance with paragraphs (b), (c) and (e) of this section.

(b) A state must use, manage and dispose of equipment acquired under a Federal award by the state in accordance with state laws and procedures. Other non-Federal entities must follow paragraphs (c) through (e) of this section.

(c) **Use.**

(1) Equipment must be used by the non-Federal entity 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 the Federal award, and the non-Federal entity must not encumber the property without prior approval of the Federal awarding agency. When no longer needed for the original program or project, the equipment may be used in other activities supported by the Federal awarding agency, in the following order of priority:

(i) Activities under a Federal award from the Federal awarding agency which funded the original program or project, then

(ii) Activities under Federal awards from other Federal awarding agencies. This includes consolidated equipment for information technology systems.

(2) During the time that equipment is used on the project or program for which it was acquired, the non-Federal entity must also make equipment available for use on other projects or programs currently or previously supported by the Federal government, provided that such use will not interfere with the work on the projects or program for which it was originally acquired. First preference for other use must be given to other programs or projects supported by Federal awarding agency that financed the equipment and second preference must be given to programs or projects under Federal awards from other Federal awarding agencies. Use for non-federally-funded programs or projects is also permissible. User fees should be considered if appropriate.

(3) Notwithstanding the encouragement in § 200.307 Program income to earn program income, the non-Federal entity must not use equipment acquired with the Federal award to provide services for a fee that is less than private companies charge for equivalent services unless specifically authorized by Federal statute for as long as the Federal government retains an interest in the equipment.

(4) When acquiring replacement equipment, the non-Federal entity 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.

(d) **Management** requirements. Procedures for managing equipment (including replacement equipment), whether acquired in whole or in part under a Federal award, 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 funding for the property (including the FAIN), who holds title, the acquisition date, and cost of the property, percentage of Federal participation in the project costs for the Federal award under which the property was acquired, 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 must be investigated.

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

(5) If the non-Federal entity 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 Federal award is no longer needed for the original project or program or for other activities currently or previously supported by a Federal awarding agency, except as otherwise provided in Federal statutes, regulations, or Federal awarding agency disposition instructions, the non-Federal entity must request disposition instructions from the Federal awarding agency if required by the terms and conditions of the Federal award. Disposition of the equipment will be made as follows, in accordance with Federal awarding agency disposition instructions:

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

(2) Except as provided in § 200.312 Federally-owned and exempt property, paragraph (b), or if the Federal awarding agency fails to provide requested disposition instructions within 120 days, items of equipment with a current per-unit fair-market value in excess of $5,000 may be retained by the non- Federal entity or sold. The Federal awarding agency is entitled to an amount calculated by multiplying the current market value or proceeds from sale by the Federal awarding agency’s percentage of participation in the cost of the original purchase. If the equipment is sold, the Federal awarding agency may permit the non-Federal entity to deduct and retain from the Federal share $500 or ten percent of the proceeds, whichever is less, for its selling and handling expenses.

(3) The non-Federal entity may transfer title to the property to the Federal Government or to an eligible third party provided that, in such cases, the non-Federal entity must be entitled to compensation for its attributable percentage of the current fair market value of the property.

(4) In cases where a non-Federal entity fails to take appropriate disposition actions, the Federal awarding agency may direct the non- Federal entity to take disposition actions.

**OMB § 200.453 Materials and supplies costs, including costs of computing devices.**

(a) Costs incurred for materials, supplies, and fabricated parts necessary to carry out a Federal award are allowable.

(b) Purchased materials and supplies must be charged at their actual prices, net of applicable credits. Withdrawals from general stores or stockrooms should be charged at their actual net cost under any recognized method of pricing inventory withdrawals, consistently applied. Incoming transportation charges are a proper part of materials and supplies costs.

(c) Materials and supplies used for the performance of a Federal award may be charged as direct costs. In the specific case of computing devices, charging as direct costs is allowable for devices that are essential and allocable, but not solely dedicated, to the performance of a Federal award.

(d) Where federally-donated or furnished materials are used in performing the Federal award, such materials will be used without charge.

**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 |
|  |  |  |  |  |  |
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## *ESL INSTRUCTION WAIVER FORM*

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This is to certify that I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, the parent or guardian of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

 Parent or guardian Student name

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

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

Parent or Guardian Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## *DISTRICT PARENT ADVISORY COUNCIL (PAC) MEETING REPORT*

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

|  |  |  |
| --- | --- | --- |
| **Name** | **Position** | **Affiliation** |
|  | President |  |
|  | Vice-President |  |
|  | Secretary |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

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

|  |  |  |
| --- | --- | --- |
| **Meeting Date** | **Meeting Topic** | **Number Present** |
|  |  |  |
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## *RECRUITER CONTACT LOG*

**Oklahoma Migrant Program Project/District: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Recruiter Contact Log **Recruiter Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **DATE / TIME** | **CONTACT** | **PERSON / AGENCY** **CONTACTED** | **PURPOSE** | **NARRATIVE /****COMMENT** |
| From:\_\_\_\_\_\_\_\_\_To:\_\_\_\_\_\_\_\_\_\_\_ | □ Face to Face□ School□ Home□ Agency□ Phone□ Other:\_\_\_\_\_\_\_\_\_\_\_\_ |  | □ COE Completion□ Home School Liaison□ Social Service□ Referral/Assistance□ Active ID&R□ Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
| From:\_\_\_\_\_\_\_\_\_To:\_\_\_\_\_\_\_\_\_\_\_ | □ Face to Face□ School□ Home□ Agency□ Phone□ Other:\_\_\_\_\_\_\_\_\_\_\_\_ |  | □ COE Completion□ Home School Liaison□ Social Service□ Referral/Assistance□ Active ID&R□ Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
| From:\_\_\_\_\_\_\_\_\_To:\_\_\_\_\_\_\_\_\_\_\_ | □ Face to Face□ School□ Home□ Agency□ Phone□ Other:\_\_\_\_\_\_\_\_\_\_\_\_ |  | □ COE Completion□ Home School Liaison□ Social Service□ Referral/Assistance□ Active ID&R□ Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |

## *PRIORITY FOR SERVICES FORM*

**Oklahoma Migrant Education Program (MEP)**

**Student Selection and Priority for Services (PFS)**

**(Using Data from the 2012-2013 Regular School Year)**

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

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

**Table A. Interruption during the Regular School Year**

|  |  |  |
| --- | --- | --- |
| **Check the one that is most recent:**# 1 – 41 ITEM MUST HAVE A CHECK. | **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** |  |

|  |  |  |
| --- | --- | --- |
|  **Check all** **that apply** | **Criteria**  **(Reference boxes to the left)** | **Year in Which Criteria Occurred** |
|  | 5. Scored unsatisfactory or basic on Reading Assessment |  |
|  | 6. Scored unsatisfactory or basic on Mathematics Assessment  |  |
|  | 7. Scored unsatisfactory or basic on Writing Assessment |  |
|  | 8. Scored unsatisfactory or basic on Science Assessment |  |
|  | 9. Scored unsatisfactory or basic on Social Studies Assessment |  |
|  | 10. Scored below proficient on State assessments from other States |  |
|  | 11. Scored below 50%tile on norm-referenced test (reading and/or math) |  |
|  |
|  | *12. Is below grade level on any K-3 reading diagnostic assessment*  |  |
|  | *13. Classified as non-English or limited English proficient on LAS, IPT,*  *LPT, ACCESS for ELLs, or English Proficiency Assessment (ELPA)* |  |
|  | *14. Is behind in accruing credits toward graduation requirements* |  |
|  | *15. Placed in a class that is not age appropriate* |  |
|  | *16. Has grades indicating below average performance in math and/or*  *language arts at the elementary level* |  |
|  | *17. Has grades indicating below average performance in math, language*  *arts, sciences or social studies at the middle or high school levels* |  |
|  | *18. Repeated a grade level or course* |  |

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

# 5-11

ONLY

1

CHECK IS

NEEDED.

OR

*# 12 -18*

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

\*\*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** |
|  |  |  |
|  |  |  |
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## *1st YEAR PROFICIENT MONITORING DOCUMENTATION*

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ID# \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_

|  |
| --- |
|  First semester after scoring 5.0 Overall Composite And 4.5 literacy (kindergarten, b, or c) on the access**School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School Year:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| English Language Development (ELD) Teacher: Regular/English Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Proficiencies in the Regular Classroom** | **FIRST SEMESTER** |
| **Oral Proficiency** Student is making progress in oral language development. | Yes | No |
| **Reading Proficiency**Student is making progress in reading comprehension.Student is making progress in reading skills. | YesYes | NoNo |
| **Writing Proficiency**Student is making progress in written expression.Student is making progress in written grammar.Student is making progress in spelling. | YesYesYes | NoNoNo |
|  |
| **This section is to be completed by the Monitoring Team.****Team Recommendation:** \_\_\_ Retest with W-APT for possible Re-Entry. Notification to Parent/Guardian sent on: \_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_ Continue Monitoring Status \_\_\_ Other Program (specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Team Comments: \_\_\_\_\_\_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Team Signatures:**

|  |  |  |  |
| --- | --- | --- | --- |
| ELD Teacher :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Date: \_\_\_\_\_\_\_\_\_\_ |  Regular/English Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Date:\_\_\_\_\_\_\_\_\_\_ |
| Administrator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Date: \_\_\_\_\_\_\_\_\_\_ |  |  |

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|  |

|  |
| --- |
| second semester after scoring 5.0 Overall Composite And 4.5 literacy (kindergarten, b, or c) on the access **School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School Year:\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| English Language Development (ELD) Teacher: Regular/English Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Proficiencies in the Regular Classroom** | **SECOND SEMESTER** |
| **Oral Proficiency** Student is making progress in oral language development. | Yes | No |
| **Reading Proficiency**Student is making progress in reading comprehension.Student is making progress in reading decoding skills. | YesYes | NoNo |
| **Writing Proficiency**Student is making progress in written expression.Student is making progress in written grammar.Student is making progress in spelling. | YesYesYes | NoNoNo |
|  |
| **This section is to be completed by the Monitoring Team.****Team Recommendation:** \_\_\_ Retest with W-APT for possible Re-Entry. Notification to Parent/Guardian sent on: \_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_ Continue Monitoring Status \_\_\_ Other Program (specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Team Comments: \_\_\_\_\_\_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Team Signatures:**

|  |  |  |  |
| --- | --- | --- | --- |
| ELD Teacher :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Date: \_\_\_\_\_\_\_\_\_\_ |  Regular/English Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Date:\_\_\_\_\_\_\_\_\_\_ |
| Administrator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Date: \_\_\_\_\_\_\_\_\_\_ |  |  |

 |

## *2ND YEAR PROFICIENT MONITORING DOCUMENTATION*

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ID# \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_

|  |
| --- |
|  THIRD SEMESTER AFTER SCORING 5.0 OVERALL COMPOSITE AND 4.5 LITERACY (KINDERGARTEN, B, OR C) ON THE ACCESS**School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School Year:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| English Language Development (ELD) Teacher: Regular/English Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Proficiencies in the Regular Classroom** | **FIRST SEMESTER** |
| **Oral Proficiency** Student is making progress in oral language development. | Yes | No |
| **Reading Proficiency**Student is making progress in reading comprehension.Student is making progress in reading skills. | YesYes | NoNo |
| **Writing Proficiency**Student is making progress in written expression.Student is making progress in written grammar.Student is making progress in spelling. | YesYesYes | NoNoNo |
|  |
| **This section is to be completed by the Monitoring Team.****Team Recommendation:** \_\_\_ Retest with W-APT for possible Re-Entry. Notification to Parent/Guardian sent on: \_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_ Continue Monitoring Status \_\_\_ Other Program (specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Team Comments: \_\_\_\_\_\_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Team Signatures:**

|  |  |  |  |
| --- | --- | --- | --- |
| ELD Teacher :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Date: \_\_\_\_\_\_\_\_\_\_ |  Regular/English Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Date:\_\_\_\_\_\_\_\_\_\_ |
| Administrator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Date: \_\_\_\_\_\_\_\_\_\_ |  |  |

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| --- |
| FOURTH SEMESTER AFTER SCORING 5.0 OVERALL COMPOSITE AND 4.5 LITERACY (KINDERGARTEN, B, OR C) ON THE ACCESS**School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School Year:\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| English Language Development (ELD) Teacher: Regular/English Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Proficiencies in the Regular Classroom** | **SECOND SEMESTER** |
| **Oral Proficiency** Student is making progress in oral language development. | Yes | No |
| **Reading Proficiency**Student is making progress in reading comprehension.Student is making progress in reading decoding skills. | YesYes | NoNo |
| **Writing Proficiency**Student is making progress in written expression.Student is making progress in written grammar.Student is making progress in spelling. | YesYesYes | NoNoNo |
|  |
| **This section is to be completed by the Monitoring Team.****Team Recommendation:** \_\_\_ Retest with W-APT for possible Re-Entry. Notification to Parent/Guardian sent on: \_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_ Continue Monitoring Status \_\_\_ Other Program (specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Team Comments: \_\_\_\_\_\_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Team Signatures:**

|  |  |  |  |
| --- | --- | --- | --- |
| ELD Teacher :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Date: \_\_\_\_\_\_\_\_\_\_ |  Regular/English Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Date:\_\_\_\_\_\_\_\_\_\_ |
| Administrator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Date: \_\_\_\_\_\_\_\_\_\_ |  |  |

 |

# *FEDERAL REQUIREMENTS*

## *TARGETED ASSISTANCE VS. SCHOOLWIDE*

**TITLE I, PART A**

**MODELS OF DELIVERY**

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

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

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

## *FEDERAL PROGRAMS COMPLAINT POLICY*

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

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

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

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

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

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

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

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

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

(1) Within thirty (30) days of receipt of a decision, the SEA shall review the investigation and decision and make the LEA aware if further steps are to be taken by the LEA or the SEA. A complainant who is dissatisfied with the decision of the LEA may file an appeal with the SEA. A request for an appeal must be submitted in writing to the General Counsel of the State Department of Education within thirty (30) days of resolution of the complaint by the LEA.
(2) Upon receipt of an appeal, the SEA will request from the LEA a copy of the original complaint and evidence found during the investigation by the LEA. Upon receipt of evidence supplied by the complainant and the LEA, the SEA will either make a disposition from submitted documentation or conduct an independent, on-site investigation of the complaint if deemed warranted.
(3) Resolution of the complaint shall be made by the SEA within forty-five (45) days of receipt of an appeal. A request for an extension of this time limit may be submitted by the LEA or the complainant. An extension of this time limit will be made only if exceptional circumstances exist with respect to a particular complaint.
(4) Within ten (10) days of completion of the appeal review process by the SEA, a written decision will be provided to the person, persons, or organization making the complaint and to the LEA to which the complaint was filed.
(5) A complaint against an LEA made directly to the SEA without previously being filed with the appropriate LEA will be reviewed by the SEA to determine if an investigation is warranted by the SEA because of the seriousness of the complaint or if the complaint shall be returned to the complainant to be filed with the appropriate LEA. The forwarding of a complaint filed with the SEA requires the LEA to conduct an investigation and produce a decision within thirty (30) days of receipt of the complaint by the LEA.
(6) A direct complaint which the SEA determines must be investigated by the SEA will be resolved within forty-five (45) days of the receipt of the complaint by the SEA. A written decision will be provided to the person, persons, or organization making the complaint and to the LEA upon which the complaint was filed.
(7) The complainant has the right to request the Secretary of the United States Department of Education to review, at the Secretary's discretion, the final decision made by the SEA.
(8) Complaints against the SEA must be filed with the General Counsel of the State Department of Education. Complaints must:

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

(9) The SEA will investigate and resolve the complaint and issue a written decision to the LEA and to the complainant within forty-five (45) days of receipt of the complaint.
(10) The complainant has the right to request the Secretary of the United States Department of Education to review, at the Secretary's discretion, the final decision made by the SEA.

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

## *FISCAL REQUIREMENTS*

*Section 1120A*

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

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

The three types are commonly referred to as:

1) Supplement, not supplant;

2) Maintenance of effort; and

3) Comparability of services.

Each of these is described below.

Supplement, Not Supplant

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

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

a. The SEA or LEA used federal funds to provide services that the SEA or LEA was required to make available under other federal, state, or local laws.

b. The SEA or LEA used federal funds to provide services that the SEA or LEA provided with nonfederal funds in the prior year.

c. The SEA or LEA used Title I, Parts A or C funds to provide services for participating children that the SEA or LEA provided with non-federal funds for non-participating children.

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

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

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

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

a. Show that federal funds used within the school are paying for additional services that would not otherwise be provided;

b. Demonstrate that federal funds are used only for specific target populations;

c. Separately track federal funds available under Title I and under any other federal programs that combined to support its schoolwide program to supplement the total amount of funds that would, in the absence of the federal funds, be made available from nonfederal sources for that school, including funds needed to provide services that are required by law for children with disabilities and children with limited English proficiency.”

Maintenance of Effort

What is meant by “maintenance of effort”?

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

They do not include the following expenditures:

a. Any expenditures for community services, capital outlay, debt service; and

b. Supplementary expenses as a result of a presidentially declared disaster; and

c. Any expenditure made from funds provided by the federal government. If an LEA fails to maintain fiscal effort, the SEA must reduce the amount of the allocation of funds under an applicable program in any fiscal year in the exact proportion by which the LEA fails to maintain effort by falling below 90 percent of both the combined fiscal effort per student and aggregate expenditures (using the measure most favorable to the LEA). *Section 9521*

Comparability

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

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

a. An LEA-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

b. An LEA may also use other measures to determine comparability such as comparing the average number of students per instructional staff or the average staff salary per student in each school receiving Title I, Parts A or C funds with those in schools that do not receive Title I, Parts A or C funds. If all schools are served by Title I, Parts A or C, an LEA must use state and local funds to provide services that, taken as a whole, are substantially comparable in each school. Determinations may be made on either a districtwide or grade-span basis.

c. An LEA may exclude schools with fewer than 100 students from its comparability determinations. The comparability requirement does not apply to an LEA that has only one school for each grade span.

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

## *FISCAL INTERNAL CONTROL POLICY*

***OMB 200.303***

OMB, Section 200.303 Internal Controls moves guidance that previously was only discussed in audit requirements (which are often only considered after the funds have been spent) into the administrative requirements to encourage non-Federal entities to better structure their internal controls earlier in the process.

In response to comments that suggested that efforts to mitigate risks of waste, fraud, and abuse would be strengthened by a more explicit reference to existing internal control requirements issued by the Government Accountability Office (GAO) and the Committee of Sponsoring Organizations of the Treadway Commission (COSO), the COFAR recommended including this new section of the guidance which makes explicit non-Federal entity’s responsibilities with regard to effective internal controls.

The non-Federal entity must:

(a) Establish and maintain effective internal control over the Federal award that provides reasonable assurance that the non-Federal entity is managing the Federal award in compliance with Federal statutes, regulations, and the terms and conditions of the Federal award. These internal controls should be in compliance with guidance in ‘‘Standards for Internal Control in the

Federal Government’’ issued by the Comptroller General of the United States and the ‘‘Internal Control Integrated Framework’’, issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO).

(b) Comply with Federal statutes, regulations, and the terms and conditions of the Federal awards.

(c) Evaluate and monitor the non- Federal entity’s compliance with statute, regulations and the terms and conditions of Federal awards.

(d) Take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings.

(e) Take reasonable measures to safeguard protected personally identifiable information and other information the Federal awarding agency or pass-through entity designates as sensitive or the non-Federal entity considers sensitive consistent with applicable Federal, state and local laws regarding privacy and obligations of confidentiality.

## *SINGLE AUDIT BASICS*

**Background**

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

**Basic Requirements**

All non-Federal entities that expend $500,000 or more of Federal awards in a year are required to obtain an

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

**What is a Single Audit?**

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

**Your Primary Responsibilities**

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

* *Identifying Federal awards received and expended.* You are required to account for Federal funds received

and expended by individual award. This information is usually provided in grant award documents. Check with the awarding agency if you have any questions.

* *Preparing financial statements and a Schedule of Expenditures of Federal Awards (SEFA).* Most non-Federal entities prepare annual financial statements for their own purposes and are familiar with the process. Your auditor can usually answer any questions on financial statement preparation. OMB Circular A-133 sets forth the minimum content requirements for the SEFA. Questions on the preparation of the SEFA can be addressed to your auditor, Federal awarding agency, or pass-through entity.
* *Obtaining the audit and ensuring it is completed*. OMB Circular A-133 requires that Federal administrative rules be followed in procuring audit services, which can be found on OMB's website. Factors to consider in evaluating proposals for audit services include responsiveness to the request for proposal, availability of staff with professional qualifications and relevant experience, results of quality reviews and price. The Mid-America Intergovernmental Audit Forum (**www.auditforum.org**) has published a pamphlet, *Choosing an External Auditor*, to assist non-Federal entities in the procurement of audit services. The Government Accountability Office’s website (**www.gao.gov**) also contains a pamphlet, *How to Avoid a Substandard Audit: Suggestions for Procuring an Audit*. *Government Auditing Standards*, the standards auditors must follow in conducting the audit, are also available at this site.

*Submitting the audit reporting package and Data Collection Form (form SF-SAC) to the Federal Audit Clearinghouse (FAC) and pass-through entities* The reporting package includes your financial statements and SEFA, the auditor's reports, including a schedule of findings and questioned costs, and, if applicable, your corrective action plan and a summary schedule of prior audit findings.

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

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

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

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

**Additional Information and Where to Get Help**

* *OMB Source Documents*

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

* *Federal Agency Contact for General Assistance.* A Federal agency has been designated to answer your questions and provide help when needed with your single audit. This designation is generally based upon which Federal agency provides you with the most direct Federal funding. (Circular A-133 (paragraph 400) provides specific guidance for determining which Federal agency is designated to assist you.) The single audit contacts are listed in Appendix III of the OMB Circular A-133 Compliance Supplement.
* *Highlights of the Single Audit Process.* The Grants Management Committee of the Chief Financial Officers Council produced a pamphlet, *Highlights of the Single Audit Process*, to acquaint officials of Federal awarding agencies and non-Federal entities with the single audit process. It is available on the FAC website (harvester.census.gov/fac).

## *LOCAL EDUCATIONAL AGENCY MIGRANT PARENT ADVISORY COUNCIL BYLAWS*

**(English and Spanish)**

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

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| **ARTICLE III: BASIC POLICIES****Section 1:** The PAC shall be nonpolitical, noncommercial, and nonsectarian (not connected to any political group, business, or religion). **Section 2:** The PAC shall support the improvement of education in cooperation with the district. **Section 3:** The PAC shall work within the organization of the local school system. Keeping in mind its advisory responsibility, it shall not seek to control or establish policies for the district. | **ARTÍCULO III: REGLAMENTOS BÁSICOS****Sección 1:** El PAC no deberá ser político, comercial ni sectario (no asociado con cualquier grupo político, negocio o religión). **Sección 2:** El PAC apoyará el mejoramiento de la educación en cooperación con el distrito. **Sección 3:** El PAC trabajará dentro de la estructura administrativa local (la manera de que el sistema escolar funciona). Tomando en cuenta su responsabilidad de aconsejar, y no tratar de controlar ni establecer pólizas para el distrito. |
| **ARTICLE IV: MEMBERSHIP****Section 1:** The majority of the PAC membership shall consist of migrant parents or guardians of eligible identified migrant children. **Section 2:** District personnel who represent the interest of migrant parents may also be members. **Section 3:** Members shall be selected through election, by volunteering, and/or nomination. **Section 4:** The membership shall consist of no less than 5 members, if possible. **Section 5:** Members shall be appointed to a two-year term and be eligible for reappointment for one consecutive term. **Section 6:** Members who serve two consecutive terms are eligible to serve again after sitting out one term (2 years). **Section 7:** Each new term shall begin September 1. **Section 8:** All members shall be knowledgeable of the needs of migratory children. | **ARTÍCULO IV: MEMBRESÍA****Sección 1:** La mayoría de los miembros del PAC consistirá de padres o guardianes de niños migrantes que son identificados y elegibles. **Sección 2:** El personal del distrito que representa el interés de padres migrantes también puede ser miembros. **Sección 3:** Los miembros serán seleccionados por elección, por autonominación, ser nominados y/o designados. **Sección 4:** La membresía consistirá de no menos de 5 miembros, si es posible. **Sección 5:** Los miembros serán designados a un término de dos años y tienen derecho de ser renombrados por un término consecutivo. **Sección 6:** Los miembros que sirven dos términos consecutivos tienen derecho de servir otra vez después de no participar por un término (2 años). **Sección 7:** Cada término nuevo empezará el 1ero de septiembre. **Sección 8:** Todos los miembros deberán tener conocimiento de las necesidades de los niños migrantes. |

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| **Section 9:** Members whose eligibility expires during the school year may continue to serve on the council until the end of that school year. **Section 10:** All PAC members must be endorsed by the appropriate district administrator. | **Sección 9:** Los miembros cuya elegibilidad se vence durante el año escolar podrán seguir sirviendo en el PAC hasta el fin de ese año escolar. **Sección 10:** Todos los miembros del PAC deben ser aprobados por el administrador apropiado del distrito.  |
| **ARTICLE V: ELECTION OF OFFICERS****Section 1:** The PAC shall elect a President, Vice-President, and a Secretary. **Section 2:** The officers shall be elected to serve for a term of one year. The officers shall be eligible for reelection upon successful completion of their term.  | **ARTÍCULO V: ELECCIÓN DE OFICIALES****Sección 1:** El PAC elegirá a un presidente, un vice-presidente y un/a secretario/a. **Sección 2:** Los oficiales serán elegidos por el término de un año. Los oficiales pueden ser elegibles para ser re-elegidos al cumplir su término con éxito.  |
| **ARTICLE VI: DUTIES OF OFFICERS****Section 1: President:** The President shall be charged with the responsibility for providing leadership and presiding over meetings. Other duties include the right to call meeting to order, appoint committees, and, in conjunction with PAC members, set the agenda for the next meeting. Members shall have the opportunity to give their suggestions for the agenda at the close of each meeting. **Section 2: Vice-President:** The Vice-President shall preside in the absence of the President and exercise the duties of that office. **Section 3: Secretary:** The Secretary shall maintain adequate minutes of each meeting. The minutes shall be provided in a format and language all members can understand. | **ARTÍCULO VI: RESPONSABILIDADES DE LOS OFICIALES****Sección 1: Presidente:** El Presidente tendrá la responsabilidad de proporcionar el liderazgo y presidir sobre reuniones. Otros deberes incluyen el derecho de iniciar la reunión, designar los comités, y junto a los miembros del PAC, determinar la agenda para la próxima reunión. Los miembros tendrán la oportunidad de dar sus sugerencias para la siguiente agenda al fin de cada reunión. **Sección 2: Vicepresidente:** El Vicepresidente presidirá en ausencia del Presidente y ejercitará los deberes de esa oficina. El Vicepresidente tomará el lugar del Presidente cuando el Presidente esté ausente. **Sección 3: Secretario/a:** El Secretario/a mantendrá minutas adecuadas de cada reunión. Las minutas serán proporcionadas en un formato y en el idioma que todos los miembros puedan comprender. |
| **ARTICLE VII: MEETINGS AND ATTENDANCE****Section 1:** Meetings may be open to the public, but only PAC members may participate in discussion and voting unless otherwise called upon by the President.**Section 2:** Meetings shall be held not less than two (2) times per school year, if possible.**Section 3:** Meetings shall be convenient for parents and accommodate parents’ work schedules. **Section 4:** Meetings shall be conducted in a language all parents can understand. If a translator is needed, one shall be provided. **Section 5:** All materials (agendas and minutes) shall be provided in a language and format all parents can understand. **Section 6:** Meetings shall be called by the President, or, in the absence of this officer, by the Vice-President. When scheduling meetings, the President or the Vice-President shall take into consideration the mobility patterns of migrant families. **Section 7:** Fifty percent or more of the PAC members eligible to serve shall sufficient for the transaction of business. | **ARTÍCULO VII: REUNIONES Y ASISTENCIA****Sección 1:** Las reuniones pueden estar abiertas al público, pero sólo los miembros del PAC pueden tomar parte en la discusión y votar. **Sección 2:** Las reuniones tendrán lugar no menos de tres (3) veces durante el año escolar, si es posible.**Sección 3:** Las reuniones serán durante horarios convenientes para los padres. **Sección 4:** Las reuniones serán realizadas en un idioma que todos los padres puedan comprender. Si se necesita traductor, uno será proporcionado. **Sección 5:** Todas las materias (la agenda, la minuta, etc.) serán proporcionadas en el idioma y el formato que todos los padres puedan comprender. **Sección 6:** Las reuniones serán iniciadas por el Presidente, o en ausencia de este oficial, por el Vicepresidente. Al planear las reuniones, el Presidente o el Vicepresidente tomará en cuenta la movilidad de las familias migrantes. **Sección 7:** El cincuenta por ciento (50%) o más de los miembros de PAC que son elegibles para servir constituirá un quórum para la transacción del negocio.  |
| **ARTICLE VIII:****PARLIAMENTARY AUTHORITY****Section 1:** *Robert's Rules of Order Newly Revised*, 10th edition, shall govern the PAC in all cases, except where superceded by these laws.  | **ARTÍCULO VIII: AUTORIDAD PARLAMENTARIA****Sección 1: Las Reglas de Robert de la Orden revisadas nuevamente gobernarán el PAC en todos casos menos donde supercedieron por estas leyes.** **Sección 2: El Presidente elegirá a un/a Parlamentario/a, si es posible.** |
| **ARTICLE IX: AMENDMENTS****Section 1:** Amendments to the bylaws may be recommended by any PAC member. **Section 2:** Amendments shall be presented during a PAC meeting. **Section 3:** The bylaws can be amended by a two-thirds vote of the members present. | **ARTÍCULO IX: ENMIENDAS****Sección 1:** Las enmiendas a los reglamentos pueden ser recomendadas por cualquier miembro del PAC. **Sección 2:** Las enmiendas serán presentadas durante una junta del PAC. **Sección 3:** Los reglamentos pueden ser enmendados por un voto de dos tercios del presente del quórum. |

## *MIGRANT EDUCATION PROGRAM (MEP)*

***CERTIFICATE OF ELIGIBILITY (COE) REVIEW AND QUALITY CONTROL PROCESS***

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

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

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

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

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

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

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

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

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

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

## *CONFLICT OF INTEREST AND MANDATORY DISCLOSURE*

*OMB, § 200.112, § 200.113*

When a person or organization is involved in multiple interests (financial, emotional, or otherwise), one of which could possibly corrupt the motivation of the individual or organization, a situation of conflict of interests will develop.

A conflict of interest represents “a conflict between the private interests and the public obligations of a person in an official position.” *[The American Heritage College dictionary, Third Edition]*

Council of Financial Assistance Reform (COFAR) introduces the requirement to establish standards of conduct that prevent potential conflicts of interest in the administration of Federal awards. Sections *200.112 Conflict of Interest* and *200.113 Mandatory Disclosures* require non-Federal entities (LEAs) to disclose to Federal awarding agency or pass-through entity (SEA) any instances of conflict of interest or relevant violations of Federal criminal law involving fraud, bribery, or gratuity violations in Title 18 of the United States Code, as effective measures to help prevent or prosecute instances of waste, fraud, and abuse.

As a suggestion, an LEA Conflict of Interest policy will establish standards of conduct in regards to procurement, internal controls, employee compensation, etc.

For instance, *OMB § 200.318(c)(1)* stipulates that “The non-Federal entity must maintain written standards of conduct covering conflicts of interest and governing the performance of its employees engaged in the selection, award and administration of contracts. No employee, officer, or agent must participate in the selection, award, or administration of a contract supported by a Federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The officers, employees, and agents of the non-

Federal entity must neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. However, non- Federal entities may set standards for situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value. The standards of conduct must provide for disciplinary actions to be applied for violations of such standards by officers, employees, or agents of the non-Federal entity.”

## *FINANCIAL MANAGEMENT PROCEDURES*

*OMB 200.302*

(a) Each state must expend and account for the Federal award in accordance with state laws and procedures for expending and accounting for the state’s own funds. In addition, the state’s and the other non-Federal entity’s financial management systems, including records documenting compliance with Federal statutes, regulations, and the terms and conditions of the Federal award, must be sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the Federal statutes, regulations, and the terms and conditions of the Federal award. See also § 200.450 Lobbying.

(b) The financial management system of each non-Federal entity must provide for the following (see also §§ 200.333 Retention requirements for records, 200.334 Requests for transfer of records, 200.335 Methods for collection, transmission and storage of information,

200.336 Access to records, and 200.337 Restrictions on public access to

records):

(1) Identification, in its accounts, of all Federal awards received and expended and the Federal programs under which they were received. Federal program and Federal award identification must include, as applicable, the CFDA title and number, Federal award identification number and year, name of the Federal agency, and name of the pass-through entity, if any.

(2) Accurate, current, and complete disclosure of the financial results of each Federal award or program in accordance with the reporting requirements set forth in §§ 200.327 Financial reporting and 200.328 Monitoring and reporting program performance. If a Federal awarding agency requires reporting on an accrual basis from a recipient that maintains its records on other than an accrual basis, the recipient must not be required to establish an accrual accounting system. This recipient may develop accrual data for its reports on the basis of an analysis of the documentation on hand. Similarly, a pass-through entity must not require a subrecipient to establish an accrual accounting system and must allow the subrecipient to develop accrual data for its reports on the basis of an analysis of the documentation on hand.

(3) Records that identify adequately the source and application of funds for federally-funded activities. These records must contain information pertaining to Federal awards, authorizations, obligations, unobligated balances, assets, expenditures, income and interest and be supported by source documentation.

(4) Effective control over, and accountability for, all funds, property, and other assets. The non-Federal entity must adequately safeguard all assets and assure that they are used solely for authorized purposes. See § 200.303 Internal controls.

(5) Comparison of expenditures with budget amounts for each Federal award.

(6) Written procedures to implement the requirements of § 200.305 Payment.

(7) Written procedures for determining the allowability of costs in accordance with Subpart E—Cost Principles of this Part and the terms and conditions of the Federal award

## *GENERAL PROCUREMENT STANDARDS AND VENDOR SELECTION*

*OMB 200.318 and 200.320*

**OMB 200.318**

(a) The non-Federal entity must use its own documented procurement procedures which reflect applicable State and local laws and regulations, provided that the procurements conform to applicable Federal law and the standards identified in this section.

(b) Non-Federal entities must maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.

(c)(1) The non-Federal entity must maintain written standards of conduct covering conflicts of interest and governing the performance of its employees engaged in the selection, award and administration of contracts. No employee, officer, or agent must participate in the selection, award, or administration of a contract supported by a Federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The officers, employees, and agents of the non-Federal entity must neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. However, non-

Federal entities may set standards for situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value. The standards of conduct must provide for disciplinary actions to be applied for violations of such standards by officers, employees, or agents of the non-Federal entity.

(2) If the non-Federal entity has a parent, affiliate, or subsidiary organization that is not a state, local government, or Indian tribe, the non- Federal entity must also maintain written standards of conduct covering organizational conflicts of interest. Organizational conflicts of interest means that because of relationships with a parent company, affiliate, or subsidiary organization, the non-Federal entity is unable or appears to be unable to be impartial in conducting a procurement action involving a related organization.

(d) The non-Federal entity’s procedures must avoid acquisition of unnecessary or duplicative items. Consideration should be given to consolidating or breaking out procurements to obtain a more economical purchase. Where appropriate, an analysis will be made of lease versus purchase alternatives, and any other appropriate analysis to determine the most economical approach.

(e) To foster greater economy and efficiency, and in accordance with efforts to promote cost-effective use of shared services across the Federal government, the non-Federal entity is encouraged to enter into state and local intergovernmental agreements or interentity agreements where appropriate for procurement or use of common or shared goods and services. (f) The non-Federal entity is encouraged to use Federal excess and surplus property in lieu of purchasing new equipment and property whenever such use is feasible and reduces project costs.

(g) The non-Federal entity is encouraged to use value engineering clauses in contracts for construction projects of sufficient size to offer reasonable opportunities for cost reductions. Value engineering is a systematic and creative analysis of each contract item or task to ensure that its essential function is provided at the overall lower cost.

(h) The non-Federal entity must award contracts only to responsible contractors possessing the ability to perform successfully under the term and conditions of a propose procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, an financial and technical resources.

(i) The non-Federal entity must maintain records sufficient to detail the history of procurement. These records will include, but are not necessarily limited to the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, and the basis for the contract price.

(j)(1) The non-Federal entity may use time and material type contracts only after a determination that no other contract is suitable and if the contract includes a ceiling price that the contractor exceeds at its own risk. Time and material type contract means a contract whose cost to a non-Federal entity is the sum of:

(i) The actual cost of materials; and

(ii) Direct labor hours charged at fixed hourly rates that reflect wages, general and administrative expenses, and profit.

(2) Since this formula generates an open-ended contract price, a time-and materials contract provides no positive profit incentive to the contractor for cost control or labor efficiency. Therefore, each contract must set a ceiling price that the contractor exceeds at its own risk. Further, the non-Federal entity awarding such a contract must assert a high degree of oversight in order to obtain reasonable assurance that the contractor is using efficient methods and effective cost controls.

(k) The non-Federal entity alone must be responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the non-Federal entity of any contractual responsibilities under its contracts. The Federal awarding agency will not substitute its judgment for that of the non-Federal entity unless the matter is primarily a Federal concern. Violations of law will be referred to the local, state, or Federal authority having proper jurisdiction.

**OMB 200.320 Methods of procurement to be followed.**

The non-Federal entity must use one of the following methods of procurement.

(a) Procurement by micro-purchases. Procurement by micro-purchase is the acquisition of supplies or services, the aggregate dollar amount of which does not exceed $3,000 (or $2,000 in the case of acquisitions for construction subject to the Davis-Bacon Act). To the extent practicable, the non-Federal entity must distribute micro-purchases equitably among qualified suppliers. Micro-purchases may be awarded without soliciting competitive quotations if the non-Federal entity considers the price to be reasonable.

(b) Procurement by small purchase procedures. Small purchase procedures are those relatively simple and informal procurement methods for securing services, supplies, or other property that do not cost more than the Simplified Acquisition Threshold. If small purchase procedures are used, price or rate quotations must be obtained from an adequate number of qualified sources.

(c) Procurement by sealed bids (formal advertising). Bids are publicly solicited and a firm fixed price contract (lump sum or unit price) is awarded to the responsible bidder whose bid, conforming with all the material terms and conditions of the invitation for bids, is the lowest in price. The sealed bid method is the preferred method for procuring construction, if the conditions in paragraph (c)(1) of this section apply.

(1) In order for sealed bidding to be feasible, the following conditions should be present:

(i) A complete, adequate, and realistic specification or purchase description is available;

(ii) Two or more responsible bidders are willing and able to compete effectively for the business; and

(iii) The procurement lends itself to a firm fixed price contract and the selection of the successful bidder can be made principally on the basis of price.

(2) If sealed bids are used, the following requirements apply:

(i) The invitation for bids will be publicly advertised and bids must be solicited from an adequate number of known suppliers, providing them sufficient response time prior to the date set for opening the bids;

(ii) The invitation for bids, which will include any specifications and pertinent attachments, must define the items or services in order for the bidder to properly respond;

(iii) All bids will be publicly opened at the time and place prescribed in the invitation for bids;

(iv) A firm fixed price contract award will be made in writing to the lowest responsive and responsible bidder. Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs must be considered in determining which bid is lowest. Payment discounts will only be used to determine the low bid when prior experience indicates that such discounts are usually taken advantage of; and

(v) Any or all bids may be rejected if there is a sound documented reason.

(d) Procurement by competitive proposals. The technique of competitive proposals is normally conducted with more than one source submitting an offer, and either a fixed price or cost reimbursement type contract is awarded. It is generally used when conditions are not appropriate for the use of sealed bids. If this method is used, the following requirements apply:

(1) Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Any response to publicized requests for proposals must be considered to the maximum extent practical;

(2) Proposals must be solicited from an adequate number of qualified sources;

(3) The non-Federal entity must have a written method for conducting technical evaluations of the proposals received and for selecting recipients;

(4) Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered; and

(5) The non-Federal entity may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors’ qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method, where price is not used as a selection factor, can only be used in procurement of A/E professional services. It cannot be used to purchase other types of services though A/E firms are a potential source to perform the proposed effort.

(f) Procurement by noncompetitive proposals. Procurement by noncompetitive proposals is procurement through solicitation of a proposal from only one source and may be used only when one or more of the following circumstances apply:

(1) The item is available only from a single source;

(2) The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;

(3) The Federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the non-Federal entity; or

(4) After solicitation of a number of sources, competition is determined inadequate.

## *COMPENSATION POLICY*

*OMB § 200.430*

(a) General. Compensation for personal services includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the Federal award, including but not necessarily limited to wages and salaries. Compensation for personal services may also include fringe benefits which are addressed in § 200.431 Compensation—fringe benefits. Costs of compensation are allowable to the extent that they satisfy the specific requirements of this Part, and that the total compensation for individual employees:

(1) Is reasonable for the services rendered and conforms to the established written policy of the non-Federal entity consistently applied to both Federal and non-Federal activities;

(2) Follows an appointment made in accordance with a non-Federal entity’s laws and/or rules or written policies and meets the requirements of Federal statute, where applicable; and

(3) Is determined and supported as provided in paragraph (i) of this section, Standards for Documentation of Personnel Expenses, when applicable.

(b) Reasonableness. Compensation for employees engaged in work on Federal awards will be considered reasonable to the extent that it is consistent with that paid for similar work in other activities of the non-Federal entity. In cases where the kinds of employees required for

Federal awards are not found in the other activities of the non-Federal entity, compensation will be considered reasonable to the extent that it is comparable to that paid for similar work in the labor market in which the non-Federal entity competes for the kind of employees involved.

(c) Professional activities outside the non-Federal entity. Unless an arrangement is specifically authorized by a Federal awarding agency, a non- Federal entity must follow its written non-Federal entity-wide policies and practices concerning the permissible extent of professional services that can be provided outside the non-Federal entity for non-organizational compensation. Where such non-Federal entity-wide written policies do not exist or do not adequately define the permissible extent of consulting or other non-organizational activities undertaken for extra outside pay, the Federal government may require that the effort of professional staff working on Federal awards be allocated between:

(1) Non-Federal entity activities, and

(2) Non-organizational professional activities. If the Federal awarding agency considers the extent of non-organizational professional effort excessive or inconsistent with the conflicts-of interest terms and conditions of the Federal award, appropriate arrangements governing compensation will be negotiated on a case-by-case basis.

(d) Unallowable costs.

(1) Costs which are unallowable under other sections of these principles must not be allowable under this section solely on the basis that they constitute personnel compensation.

(2) The allowable compensation for certain employees is subject to a ceiling in accordance with statute. For the amount of the ceiling for cost reimbursement contracts, the covered compensation subject to the ceiling, the covered employees, and other relevant provisions, see 10 U.S.C. 2324(e)(1)(P), and 41 U.S.C. 1127 and 4304(a)(16). For other types of Federal awards, other statutory ceilings may apply.

(e) Special considerations. Special considerations in determining allowability of compensation will be given to any change in a non-Federal entity’s compensation policy resulting in a substantial increase in its employees’ level of compensation (particularly when the change was concurrent with an increase in the ratio of Federal awards to other activities) or any change in the treatment of allowability of specific types of compensation due to changes in Federal policy.

(f) Incentive compensation. Incentive compensation to employees based on cost reduction, or efficient performance, suggestion awards, safety awards, etc., is allowable to the extent that the overall compensation is determined to be reasonable and such costs are paid or accrued pursuant to an agreement entered into in good faith between the non-Federal entity and the employees before the services were rendered, or pursuant to an established plan followed by the non-Federal entity so consistently as to imply, in effect, an agreement to make such payment.

(g) Nonprofit organizations. For compensation to members of nonprofit organizations, trustees, directors, associates, officers, or the immediate families thereof, determination should be made that such compensation is reasonable for the actual personal services rendered rather than a distribution of earnings in excess of costs. This may include directors and executive committee member’s fees, incentive awards, allowances for off-site pay, incentive pay, location allowances, hardship pay, and cost-of-living differentials.

(h) Institutions of higher education (IHEs).

(1) Certain conditions require special consideration and possible limitations in determining allowable personnel compensation costs under Federal awards. Among such conditions are the following:

(i) Allowable activities. Charges to Federal awards may include reasonable amounts for activities contributing and directly related to work under an agreement, such as delivering special lectures about specific aspects of the ongoing activity, writing reports and articles, developing and maintaining protocols (human, animals, etc.), managing substances/chemicals, managing and securing project-specific data, coordinating research subjects, participating in appropriate seminars, consulting with colleagues and graduate students, and attending meetings and conferences.

(ii) Incidental activities. Incidental activities for which supplemental compensation is allowable under written institutional policy (at a rate not to exceed institutional base salary) need not be included in the records described in paragraph (h)(9) of this section to directly charge payments of incidental activities, such activities must either be specifically provided for in the Federal award budget or receive prior written approval by the Federal awarding agency.

(2) Salary basis. Charges for work performed on Federal awards by faculty members during the academic year are allowable at the IBS rate. Except as noted in paragraph (h)(1)(ii) of this section, in no event will charges to

Federal awards, irrespective of the basis of computation, exceed the proportionate share of the IBS for that period. This principle applies to all members of faculty at an institution. IBS is defined as the annual compensation paid by an IHE for an individual’s appointment, whether that individual’s time is spent on research, instruction, administration, or other activities. IBS excludes any income that an individual earns outside of duties performed for the IHE. Unless there is prior approval by the Federal awarding agency, charges of a faculty member’s salary to a Federal award must not exceed the proportionate share of the IBS for the period during which the faculty member worked on the award.

(3) Intra-Institution of Higher Education (IHE) consulting. Intra-IHE consulting by faculty is assumed to be undertaken as an IHE obligation requiring no compensation in addition to IBS. However, in unusual cases where consultation is across departmental lines or involves a separate or remote operation, and the work performed by the faculty member is in addition to his or her regular responsibilities, any charges for such work representing additional compensation above IBS are allowable provided that such consulting arrangements are specifically provided for in the Federal award or approved in writing by the Federal awarding agency.

(4) Extra Service Pay normally represents overload compensation, subject to institutional compensation policies for services above and beyond IBS. Where extra service pay is a result of Intra-IHE consulting, it is subject to the same requirements of paragraph (b) above. It is allowable if all of the following conditions are met:

(i) The non-Federal entity establishes consistent written policies which apply uniformly to all faculty members, not just those working on Federal awards.

(ii) The non-Federal entity establishes a consistent written definition of work covered by IBS which is specific enough to determine conclusively when work beyond that level has occurred. This may be described in appointment letters or other documentations.

(iii) The supplementation amount paid is commensurate with the IBS rate of pay and the amount of additional work performed. See paragraph (h)(2) of this section.

(iv) The salaries, as supplemented, fall within the salary structure and pay ranges established by and documented in writing or otherwise applicable to the non-Federal entity.

(v) The total salaries charged to Federal awards including extra service pay are subject to the Standards of Documentation as described in paragraph (i) of this section.

(5) Periods outside the academic year.

(i) Except as specified for teaching activity in paragraph (h)(5)(ii) of this section, charges for work performed by faculty members on Federal awards during periods not included in the base salary period will be at a rate not in excess of the IBS.

(ii) Charges for teaching activities performed by faculty members on

Federal awards during periods not included in IBS period will be based on the normal written policy of the IHE governing compensation to faculty members for teaching assignments during such periods.

(6) Part-time faculty. Charges for work performed on Federal awards by faculty members having only part-time appointments will be determined at a rate not in excess of that regularly paid for part-time assignments.

(7) Sabbatical leave costs. Rules for sabbatical leave are as follow:

(i) Costs of leaves of absence by employees for performance of graduate work or sabbatical study, travel, or research are allowable provided the IHE has a uniform written policy on sabbatical leave for persons engaged in instruction and persons engaged in research. Such costs will be allocated on an equitable basis among all related activities of the IHE.

(ii) Where sabbatical leave is included in fringe benefits for which a cost is determined for assessment as a direct charge, the aggregate amount of such assessments applicable to all work of the institution during the base period must be reasonable in relation to the IHE’s actual experience under its sabbatical leave policy.

(8) Salary rates for non-faculty members. Non-faculty full-time professional personnel may also earn ‘‘extra service pay’’ in accordance with the non-Federal entity’s written policy and consistent with paragraph (h)(1)(i) of this section.(i) Standards for Documentation of Personnel Expenses

(1) Charges to Federal awards for salaries and wages must be based on records that accurately reflect the work performed. These records must:

(i) Be supported by a system of internal control which provides reasonable assurance that the charges are accurate, allowable, and properly allocated;

(ii) Be incorporated into the official records of the non-Federal entity;

(iii) Reasonably reflect the total activity for which the employee is compensated by the non-Federal entity, not exceeding 100% of compensated activities (for IHE, this per the IHE’s definition of IBS);

(iv) Encompass both federally assisted and all other activities compensated by the non-Federal entity on an integrated basis, but may include the use of subsidiary records as defined in the non-Federal entity’s written policy;

(v) Comply with the established accounting policies and practices of the non-Federal entity (See paragraph (h)(1)(ii) above for treatment of incidental work for IHEs.); and

(vii) Support the distribution of the employee’s salary or wages among specific activities or cost objectives if the employee works on more than one Federal award; a Federal award and non-Federal award; an indirect cost activity and a direct cost activity; two or more indirect activities which are allocated using different allocation bases; or an unallowable activity and a direct or indirect cost activity.

(viii) Budget estimates (i.e., estimates determined before the services are performed) alone do not qualify as support for charges to Federal awards, but may be used for interim accounting purposes, provided that:

(A) The system for establishing the estimates produces reasonable approximations of the activity actually performed;

(B) Significant changes in the corresponding work activity (as defined by the non-Federal entity’s written policies) are identified and entered into the records in a timely manner. Short term (such as one or two months) fluctuation between workload categories need not be considered as long as the distribution of salaries and wages is reasonable over the longer term; and

(C) The non-Federal entity’s system of internal controls includes processes to review after-the-fact interim charges made to a Federal awards based on budget estimates. All necessary adjustment must be made such that the final amount charged to the Federal award is accurate, allowable, and properly allocated.

(ix) Because practices vary as to the activity constituting a full workload (for

IHEs, IBS), records may reflect categories of activities expressed as a percentage distribution of total activities.

(x) It is recognized that teaching, research, service, and administration are often inextricably intermingled in an academic setting. When recording salaries and wages charged to Federal awards for IHEs, a precise assessment of factors that contribute to costs is therefore not always feasible, nor is it expected.

(2) For records which meet the standards required in paragraph (i)(1) of this section, the non-Federal entity will not be required to provide additional support or documentation for the work performed, other than that referenced in paragraph (i)(3) of this section.

(3) In accordance with Department of Labor regulations implementing the Fair Labor Standards Act (FLSA) (29 CFR Part 516), charges for the salaries and wages of nonexempt employees, in addition to the supporting documentation described in this section, must also be supported by records indicating the total number of hours worked each day.

(4) Salaries and wages of employees used in meeting cost sharing or matching requirements on Federal awards must be supported in the same manner as salaries and wages claimed for reimbursement from Federal awards.

(5) For states, local governments and Indian tribes, substitute processes or systems for allocating salaries and wages to Federal awards may be used in place of or in addition to the records described in paragraph (1) if approved by the cognizant agency for indirect cost. Such systems may include, but are not limited to, random moment sampling, ‘‘rolling’’ time studies, case counts, or other quantifiable measures of work performed.

(i) Substitute systems which use sampling methods (primarily for Temporary Assistance for Needy Families (TANF), the Supplemental Nutrition Assistance Program (SNAP), Medicaid, and other public assistance programs) must meet acceptable statistical sampling standards including:

(A) The sampling universe must include all of the employees whose salaries and wages are to be allocated based on sample results except as provided in paragraph (i)(5)(iii) of this section;

(B) The entire time period involved must be covered by the sample; and

(C) The results must be statistically valid and applied to the period being sampled.

(ii) Allocating charges for the sampled employees’ supervisors, clerical and support staffs, based on the results of the sampled employees, will be acceptable.

(iii) Less than full compliance with the statistical sampling standards noted in subsection (5)(i) may be accepted by the cognizant agency for indirect costs if it concludes that the amounts to be allocated to Federal awards will be minimal, or if it concludes that the system proposed by the non-Federal entity will result in lower costs to Federal awards than a system which complies with the standards.

(6) Cognizant agencies for indirect costs are encouraged to approve alternative proposals based on outcomes and milestones for program performance where these are clearly documented.

Where approved by the Federal cognizant agency for indirect costs, these plans are acceptable as an alternative to the requirements of paragraph (i)(1) of this section.

(7) For Federal awards of similar purpose activity or instances of approved blended funding, a non- Federal entity may submit performance plans that incorporate funds from multiple Federal awards and account for their combined use based on performance-oriented metrics, provided that such plans are approved in advance by all involved Federal awarding agencies. In these instances, the non- Federal entity must submit a request for waiver of the requirements based on documentation that describes the method of charging costs, relates the charging of costs to the specific activity that is applicable to all fund sources, and is based on quantifiable measures of the activity in relation to time charged.

(8) For a non-Federal entity where the records do not meet the standards described in this section, the Federal government may require personnel activity reports, including prescribed certifications, or equivalent documentation that support the records as required in this section.

## *TRAVEL POLICY*

*OMB § 200.432 and 200.474*

**200.432 Conferences.**

A conference is defined as a meeting, retreat, seminar, symposium, workshop or event whose primary purpose is the dissemination of technical information beyond the non-Federal entity and is necessary and reasonable for successful performance under the Federal award.

Allowable conference costs paid by the non-Federal entity as a sponsor or host of the conference may include rental of facilities, speakers’ fees, costs of meals and refreshments, local transportation, and other items incidental to such conferences unless further restricted by the terms and conditions of the Federal award. As needed, the costs of identifying, but not providing, locally available dependent-care resources are allowable. Conference hosts/sponsors must exercise discretion and judgment in ensuring that conference costs are appropriate, necessary and managed in a manner that minimizes costs to the Federal award. The Federal awarding agency may authorize exceptions where appropriate for programs including Indian tribes, children, and the elderly. See also §§ 200.438 Entertainment costs, 200.456 Participant support costs, 200.474 Travel costs, and 200.475 Trustees.

**200.474 Travel costs.**

(a) General. Travel costs are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the non-Federal entity. Such costs may be charged on an actual cost basis, on a per diem or mileage basis in lieu of actual costs incurred, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip, and results in charges consistent with those normally allowed in like circumstances in the non-Federal entity’s non-federally funded activities and in accordance with non-Federal entity’s written travel reimbursement policies. Notwithstanding the provisions of § 200.444 General costs of government, travel costs of officials covered by that section are allowable with the prior written approval of the Federal awarding agency or pass-through entity when they are specifically related to the Federal award.

(b) Lodging and subsistence. Costs incurred by employees and officers for travel, including costs of lodging, other subsistence, and incidental expenses, must be considered reasonable and otherwise allowable only to the extent such costs do not exceed charges normally allowed by the non-Federal entity in its regular operations as the result of the non-Federal entity’s written travel policy. In addition, if these costs are charged directly to the Federal award documentation must justify that:

(1) Participation of the individual is necessary to the Federal award; and

(2) The costs are reasonable and consistent with non-Federal entity’s established travel policy.

(c)

(1) Temporary dependent care costs (as dependent is defined in 26 U.S.C. 152) above and beyond regular dependent care that directly results from travel to conferences is allowable provided that:

(i) The costs are a direct result of the individual’s travel for the Federal award;

(ii) The costs are consistent with the non-Federal entity’s documented travel policy for all entity travel; and

(iii) Are only temporary during the travel period.

2) Travel costs for dependents are unallowable, except for travel of duration of six months or more with prior approval of the Federal awarding agency. See also § 200.432 Conferences.

(3) In the absence of an acceptable, written non-Federal entity policy regarding travel costs, the rates and amounts established under 5 U.S.C.5701–11, (‘‘Travel and Subsistence Expenses; Mileage Allowances’’), or by the Administrator of General Services, or by the President (or his or her designee) pursuant to any provisions of such subchapter must apply to travel under Federal awards (48 CFR 31.205– 46(a)).

(d) Commercial air travel.

(1) Airfare costs in excess of the basic least expensive unrestricted accommodations class offered by commercial airlines are unallowable except when such accommodations would:

(i) Require circuitous routing;

(ii) Require travel during unreasonable hours;

(iii) Excessively prolong travel;

(iv) Result in additional costs that would offset the transportation savings; or

(v) Offer accommodations not reasonably adequate for the traveler’s medical needs. The non-Federal entity must justify and document these conditions on a case-by-case basis in order for the use of first-class or business-class airfare to be allowable in such cases.

(2) Unless a pattern of avoidance is detected, the Federal government will generally not question a non-Federal entity’s determinations that customary standard airfare or other discount airfare is unavailable for specific trips if the non-Federal entity can demonstrate that such airfare was not available in the specific case.

(e) Air travel by other than commercial carrier. Costs of travel by non-Federal entity-owned, -leased, or -chartered aircraft include the cost of lease, charter, operation (including personnel costs), maintenance, depreciation, insurance, and other related costs. The portion of such costs that exceeds the cost of airfare as provided for in paragraph (d) of this section, is unallowable.