

Tool 3.1: State Parental Involvement Plan

Description

This tool serves as an example of one SEA's plan for supporting LEAs and schools in implementing the parental involvement provisions of Title I, Part A, Sections 1111, 1112, and 1118. Furthermore, it also provides a clear explanation of the state's vision for parental involvement.

Distribution

Plans such as this one should be distributed through a variety of methods, such as school improvement conferences or meetings, SEA Web sites, informational brochures, and other media.

Suggestions for Use

SEAs can share this document with LEAs, schools, community groups, and parents to demonstrate the state's vision for parental involvement.

SEAs can use this type of document to help guide their efforts as they create their parental involvement monitoring instruments.

SEAs can use this type of document to monitor their own progress in supporting parental involvement.

LEAs and schools can use this type of document as a tool to ensure that their own planning and efforts are aligned to the state's plan.

Parental Involvement: A Plan for the State

Mission:

The mission of the state public education system is to ensure that all children have equal access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. (State P.L.0101; Title I, Part A)

Vision:

Parents, families, educators, and community members work together as full partners, hold themselves mutually accountable, and have the knowledge, skills, and confidence to succeed in improving achievement for all students.

Principles:

To achieve this vision we embrace these principles:

- parents, families, educators, and communities are accountable for improving student achievement by supporting parent/family involvement.
- the SEA monitors this shared responsibility and provides an annual report of progress to the public.
- schools provide a welcoming, trustful, and engaging environment.
- through ongoing training, the SEA, institutions of higher learning, education service centers, local education agencies, campuses, parent-teacher organizations, and community organizations build the capacity of parents/families and educators to act as full partners, informed decision makers, and effective advocates for children.
- schools and school systems respond to such barriers as language, culture, education levels, and work schedules of parents/families that may limit opportunities to participate fully in the education of their child.
- parents/families support their child's learning at home and in school and serve as their child's advocate.

- parents, families, educators, and community members advocate for all children.

Goals:

I. Communication

The SEA

- encourages LEAs to promote regular, two-way communication between home and school.
- encourages LEAs to promote a safe and open atmosphere for parents/families to visit the school their child attends and actively solicit parent/family support and assistance for school programs.
- collects effective parent/family involvement practices and disseminates them to all local education agencies (LEAs) and education service centers.
- communicates, using varied methods, media, resources, and languages, the rights and responsibilities of parents/families to develop and respond to education policy, procedures, and practices at the state, local, and campus levels.
- encourages LEAs to develop parent information and outreach centers.
- ensures that LEAs disseminate information to parents on all required notifications.

II. Accountability

The SEA

- ensures parent/family involvement practices meet the highest professional and technical standards.
- reviews the parent/family involvement policies and practices of LEAs to determine if the policies and practices meet the requirements of Title I, Part A. [Section 1112(e)(3), ESEA]

III. Partnership

The SEA

- collaborates with parents, families, school staff, and community members to ensure all children receive a high-quality education.
- supports the development of trusting and respectful relationships among parents, families, educators, and community members.
- ensures all parents/families are supported as concerned and involved partners, regardless of income, education, or cultural background, who want children to learn and achieve at high levels.
- works with LEAs to ensure that parents are full partners in decision making and on advisory committees, as appropriate, to assist in the education of their child.

IV. Promote Active Involvement

The SEA

- ensures that LEAs accommodate barriers that may limit parent/family opportunities to participate fully in the education of their child.
- fosters attainment of high parent/family involvement standards that reduce barriers to greater participation by parents/families in school planning, review, and improvement.
- encourages LEAs to ensure that parents play an integral role in assisting their child's learning.

V. Training for Educators and Parents/Families

The SEA

- develops the capacity of LEA staff to work with parents/families.
- ensures that LEAs build the capacity of parents/families to participate in meaningful ways in the education of their child.

- supports programs that help parents/families guide children’s learning from preschool through high school (i.e., literacy, study skills, technology applications).
- ensures that the LEA assesses parent/family and community involvement training needs and provides appropriate technical assistance training, resources, and mentoring.
- encourages LEAs, education service centers, colleges, universities, community organizations, and agencies to develop and offer professional development on parent/family involvement for current teachers, administrators, and other school staff.
- ensures that LEAs include parent/family and community involvement measures in their local assessment of training needs.
- encourages colleges and universities to develop coursework in parent/family and community involvement for all undergraduate students seeking teaching certification in Texas.
- ensures that LEAs offer parent/family learning workshops on relevant topics to be held at convenient times and places easily accessible to all families.

VI. Community Resources

The SEA

- encourages LEAs to support parental/family involvement.
- encourages LEAs to build strong connections among schools, local businesses, community organizations, and agencies.
- encourages LEAs to collaborate with local businesses in identifying and implementing education-friendly practices.

Tool 3.2: SEA Action Plan

Description

While the previous tool provided an example of an SEA plan, this tool offers samples of another type of SEA planning—an action planner. It includes a list of goals, strategies to support the goals, and activities to achieve each goal. This tool does not provide an exhaustive list of goals, strategies, and activities, but it does provide insight into the use of an action plan tool.

Distribution

Though this tool may have relevance to a broader audience, its primary user would be SEA staff or possibly the Committee of Practitioners who guide implementation and planning of Title I, Part A efforts.

Suggestions for Use

SEA staff can use this type of tool to help SEA staff check off tasks to be completed and, if the action list is comprehensive, to ensure that all goals are met.

SEA staff can choose small sections of this tool and use it in embedded staff development activities that focus on the implementation of specific strategies and activities.

SEA staff can also use the development of this type of tool as a process for ensuring that all staff involved have mutual understanding of the SEA’s goals for parental involvement and how those goals are to be actualized.

State Department Goals, Strategies, and Activities (Sampling of Items, Not Exhaustive)

Goal	Strategies	Activities
<p>Goal 1: Empower families to use appropriate parenting skills to assist their child at all developmental levels. [Title I, Part A, Section 1111(c)(4) and Section 1118]</p>	<p>Strategy: Assist districts to advance the education of parents and caregivers.</p>	<ul style="list-style-type: none"> Disseminate information on adult education, GED, and English as a Second Language classes that are available statewide. Provide LEAs and schools information on scientifically based research (research with proven effectiveness), parental involvement information, nutrition, health, and other services for distribution.
<p>Goal 2: Help LEAs develop stronger two-way communication between schools and families. [Title I, Part A, Section 1111(c)(4); Section 1111(d); Section 1111(h)(2); Section 1111(E); Section 1116(e)2; Section 1117; Section 1118(b)(1); Section 1118(d); Section 1118(e)(5); Section 1118(g); and Section 1119]</p>	<p>Strategy: Assist LEAs to promote multiple forms of communication.</p>	<ul style="list-style-type: none"> Develop and maintain an online clearinghouse of parental involvement research-based resources, including strategies for family-friendly schools, family-friendly front offices, and “open door” welcoming policies for families. Encourage LEAs and schools to appoint parent liaisons for parent outreach. Provide an Internet-based help desk for parents’ FAQs; telephone-based mass communication system (e.g., telephone automated system); newsletters with surveys about state and district related information. Provide supplemental translation and other support services when needed.

Goal	Strategies	Activities
		<ul style="list-style-type: none"> ▪ Recommend LEAs use the Parent Response Center. ▪ Provide information on the Bureau of Student Assistance, Bureau of School Choice, and Office of Independent Education and Parental Choice, to provide LEAs and/or schools with tools to communicate directly with the parents of each child attending a school identified for School Improvement, Corrective Action, or Restructuring (choice, SES, AYP status). ▪ Utilize the Bureau of Student Assistance for a mass media approach (Internet, e-mail, press release, public agencies) to inform the parents of each student enrolled in a school served by an LEA that the LEA has been identified for School Improvement or Corrective Action.
<p>Goal 3: Create partnerships for increased student achievement through which families will support academic achievement success at home with scientifically based research activities.</p>	<p>Strategy: Assist schools and LEAs to research, develop, and implement home learning activities.</p>	<ul style="list-style-type: none"> ▪ Compile the state’s best practices in promoting at-home learning, including addressing social environment. ▪ Encourage practices that support learning outside of the classroom, such as summer homework packets and participation in book drives for home libraries or “interactive homework” trainings, Teachers Involve Parents in Schoolwork (TIPS), and home preparation for standardized tests. ▪ Use the Bureau of Assessments and School Performance to distribute state student test results to LEAs, schools, and parents (NRG B-6).

Tool 3.3: SEA Action Plan Implementation Checklist

Description

This tool provides an example of a process for determining if SEAs have fully implemented their plan for supporting parental involvement. Typically, an SEA would create this type of tool as they develop their plan for supporting parental involvement efforts.

Distribution

Though non–state department staff may find the information in this tool useful, it is intended for internal SEA use.

Suggestions for Use

SEA staff can use this type of tool to help SEA staff check off tasks and monitor activities while ensuring that appropriate data is collected regarding each activity.

SEA staff can use this tool to help prepare for U.S. Department of Education audits regarding implementation plans and actions related to the Title I, Part A parental involvement provisions.

Checklist—State Leadership and Support for Parental Involvement (Sampling of Indicators and Activities, Not Exhaustive)

Check the box for all resources disseminated for this indicator and also check the box for supporting data collected and archived.

Action Plan Performance Indicators	Lead Staff Member	Resources Disseminated with Action	Supporting Data Archived
Collect most current research on effective parental involvement practices and disseminate to LEAs and schools. [Title I, Part A, Section 1116(c)(9) and Section 1118]	Director, Parental Involvement Support, School Improvement Division	<input type="checkbox"/> Document abstracts <input type="checkbox"/> Checklists <input type="checkbox"/> U.S. Department of Education publications <input type="checkbox"/> Administrator newsletter <input type="checkbox"/> Informational brochures	<input type="checkbox"/> Web links to scientifically based research articles and resources related to teaching and learning and parental involvement (number counts/length of access time) <input type="checkbox"/> Dissemination log
Provide technical assistance to LEAs and schools in development, implementation, and evaluation of LEA and school parental involvement policies. [Title I, Part A, Section 1118(a) and Section 1118(b)]	Compliance Specialist, Parental Involvement Support Group, School Improvement Division	<input type="checkbox"/> Evaluation brief for parental involvement program <input type="checkbox"/> Sample evaluation tools <input type="checkbox"/> Help line <input type="checkbox"/> Training and guidance tool	<input type="checkbox"/> Communication log (e–mail, telephone, correspondence) <input type="checkbox"/> Technical assistance log (workshops, trainings, evaluations) <input type="checkbox"/> Documents, information brief dissemination (number disseminated, number of LEAs and schools requesting)

Action Plan Performance Indicators	Lead Staff Member	Resources Disseminated with Action	Supporting Data Archived
<p>Engage in meaningful consultation in creating SEA Title I Parental Involvement Plan, establishing SEA Title I Parental Involvement Council. [Title I, Part A, Section 1111(d) and Section 1118]</p>	<p>Director, Parental Involvement Support, School Improvement Division</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Meeting notes <input type="checkbox"/> Meeting agendas <input type="checkbox"/> Documentation from webinars 	<ul style="list-style-type: none"> <input type="checkbox"/> Committee meeting agendas, minutes, sign-in sheets <input type="checkbox"/> Communication logs (e-mail, telephone, correspondence) <input type="checkbox"/> List of council membership
<p>Assist LEAs to promote multiple forms of communication with parents. [Title I, Part A, Section 1118(c)]</p>	<p>Training Specialist, Parental Outreach Team, School Improvement Division</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Resource abstracts <input type="checkbox"/> Online learning tools <input type="checkbox"/> Did you know flyers <input type="checkbox"/> Sample newsletters <input type="checkbox"/> Sample public service announcements <input type="checkbox"/> Training and facilitation guides <input type="checkbox"/> Sample agendas 	<ul style="list-style-type: none"> <input type="checkbox"/> SEA online parental involvement resource clearinghouse of research-based resources <input type="checkbox"/> Usage record of Internet-based help desk for parents' FAQs and automated telephone-based communication system <input type="checkbox"/> Newsletter dissemination log <input type="checkbox"/> Usage surveys about state- and LEA-related information <input type="checkbox"/> Request/service log of supplemental translation and other support services <input type="checkbox"/> Usage record of Parent Response Center <input type="checkbox"/> Samples of SEA, LEA, and school communication to parents of children attending schools identified for School Improvement, Corrective Action, or Restructuring (choice, SES, AYP status) <input type="checkbox"/> Samples of mass-media materials (Internet, e-mail, press release) to inform parents of children enrolled in schools served by an LEA identified for School Improvement or Corrective Action

Tool 3.4: SEA Compliance Monitoring Checklist for LEAs

Description

This tool provides a sampling of indicators from a monitoring checklist. Any SEA using this type of document needs to carefully correlate compliance requirements and documentation/evidence with the state’s Title I, Part A plan.

Distribution

Developers who use this type of document will need training in how to use it. It can be disseminated through school improvement meetings, trainings, newsletters, and the Internet.

Suggestions for Use

SEA staff use this type of document as a recording instrument during an on-site-monitoring visit.

SEA staff may also share this type of document with LEAs to help them prepare appropriate documentation for on-site monitoring visits.

Title I, Part A Parental Involvement—District-wide Policy

Date: _____ District: _____

District Contact(s): _____

Interview(s): _____

Provide evidence that the district implements the activities described below:

Compliance Requirements	Documentation/ Evidence	Notations/Technical Assistance Needed
<i>District-wide Policy</i>		
1. LEA provides an opportunity for parents to participate in the development of the parental involvement plans and/or policy and the process of school review and improvement under Title I, Part A, Section 1116.		
2. LEA distributes notification to parents about the district and school parental involvement policies (Distribute to parents).		
3. LEA provides coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parental involvement activities to improve student achievement and school performance.		
4. LEA describes, in policy and planning documents, parents’ roles in supporting their child’s learning.		

Compliance Requirements	Documentation/ Evidence	Notations/Technical Assistance Needed
<i>Evaluation of Parental Involvement Efforts</i>		
1. LEA conducts an annual evaluation of the content and effectiveness of the parental involvement policy; evaluates and identifies barriers to greater participation by parents in activities (particularly parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).		
2. LEA uses findings from the evaluation to design strategies for more effective parental involvement, and to revise strategies if necessary.		
3. LEA provides an opportunity for parents to be involved in the evaluation of parental involvement efforts.		
<i>Reservation</i>		
1. LEA reserves a minimum of 1% of its allocation to carry out parental involvement activities (N/A if allocation is \$500,000 or less).		
2. LEA ensures the involvement of parents in decisions regarding the development and implementation of parental involvement activities with the reserved funds.		
3. LEA distributes a minimum of 95% of the reserved funds to schools (with a comparable amount to private schools).		
<i>Building Capacity for Involvement (District and School)</i>		
1. LEA provides assistance to parents in understanding topics such as the state’s academic content standards and state student academic achievement standards, state and local academic assessments, and Title I, Part A requirements.		
2. LEA provides assistance to parents on strategies and methods to monitor children’s academic progress.		
3. LEA provides assistance to parents in working with educators to improve the achievement of their child.		
4. LEA provides materials and training that assist parents in working with their child on improving educational outcomes.		

Compliance Requirements	Documentation/ Evidence	Notations/Technical Assistance Needed
5. LEA provides training to LEA and school staff on strategies and approaches to effectively reach out to, communicate with, and work with parents as equal partners.		
6. LEA provides training to LEA and school staff in the implementation and coordination of parent programs and strategies for building ties between parents and the school.		
7. LEA coordinates and integrates parental involvement programs and activities between PreK programs to encourage and support parents in more fully participating in the education of their child.		
8. LEA provides parents with information related to school and parent programs, meetings, and other activities.		
9. LEA provides information to parents in a format and, to the extent practicable, in a language the parents can understand.		
<i>Accessibility (District and School)</i>		
1. LEA and schools provide evidence that the district and Title I, Part A schools provide full opportunities for participation for the following groups: parents who are limited English proficient, parents with disabilities, and parents of migratory children.		
<i>Parents' Right to Know (District and School)</i>		
1. LEA provides notification to all parents that they have the right to request information regarding the professional qualifications of their child's classroom teachers.		
2. LEA provides, upon request, teacher and paraprofessional qualifications that include: teacher certification, college degree(s) and major, and the qualifications of classroom paraprofessionals.		
3. Schools provide information to parents regarding the level of achievement of each child on the state academic assessments.		
4. Schools notify parents in a timely manner if their child is assigned for four or more weeks to a teacher who is not highly qualified.		

Compliance Requirements	Documentation/ Evidence	Notations/Technical Assistance Needed
5. LEA provides an annual report to parents, schools, and the public with aggregate information including student achievement (disaggregated by category), graduation rates, performance of LEAs, teacher qualifications and other required information.		
6. LEA provides an annual progress review to parents, teachers, principals, schools, and the community of the results of the LEA’s and SEA’s annual yearly progress (including progress in carrying out parental involvement responsibilities).		
<i>Parental Notification and Parental Participation</i>		
1. LEA provides notification to parents of LEP students that include the <i>NCLB</i> requirements regarding program placement, description of the language instruction program, exiting the program, expected rate of graduation, and parental rights.		
2. LEA provides information that is in a language that the parents can understand.		
3. LEA notifies parents of children who have not been identified as LEP prior to the beginning of the school year of the determination that a child has been identified as needing language instruction and child’s placement in such a program.		
4. LEA’s plan describes methods for parent outreach and parental involvement for LEP students.		
5. LEA provides assistance to parents of LEP students to help them support their child to attain English proficiency.		
6. LEA provides assistance to parents of LEP students to help them support their child to achieve at high levels in core academic subjects.		
7. LEA provides assistance to parents of LEP students to help them support their child in meeting state academic achievement and content standards.		
8. LEA provides notifications of regular meetings and information to the parents of LEP students.		

Compliance Requirements	Documentation/ Evidence	Notations/Technical Assistance Needed
<i>Participation of Children Enrolled in Private Schools</i>		
1. LEA provides services and activities to participating private school teachers, families, and children developed pursuant to Title I, Part A.		
2. LEA provides a copy of the district parental involvement policy to the Title I, Part A parents in the participating private school.		
3. LEA implements, distributes, and signs School–Parent Compacts with the Title I, Part A parents in participating private schools.		
4. LEA disseminates to parents and students and appropriate private school officials adequate information about the SEA’s written complaint procedures for resolving issues of violation(s) of a federal statute or regulation that applies to Title I, Part A.		
5. LEA provides to parents of each student an explanation of what the School Improvement identification means, how the schools compare to others, reasons for the identification, the LEA’s and school’s responses, how parents can become involved, any corrective action taken, the parental choice and supplemental services options as applicable, Restructuring, and other information.		
6. LEA provides information on the availability of supplemental services notice to parents, identity of providers, and description of services to the parents of students who qualify for these services.		
7. LEA provides notice to parents of schools that fail to make AYP (Adequate Yearly Progress) for 1 year and information on process for involving parents in the Restructuring Plan.		

Tool 3.5: SEA Compliance Monitoring Checklist for LEAs

Description

This tool is a second monitoring checklist sample. It focuses on a broad scope of indicators and categories, including demonstrating the role of parental involvement in the Title I, Part A provisions. Any SEA using this type of document will need to carefully correlate the indicators to the state's Title I, Part A plan.

Distribution

Developers of this type of document will need directions and training in how to use it as part of improvement efforts. If SEA staff plan to later use this type of tool with non-SEA staff, they can disseminate it through school improvement meetings, trainings, newsletters, and the SEA Internet.

Suggestions for Use

SEA staff can use this type of document as a recording instrument during an on-site-monitoring visit.

SEA staff may also want to share this type of document with LEAs to help them prepare appropriate documentation for on-site monitoring visits.

No Child Left Behind (NCLB), Title I, Part A, State Compensatory Education (CE) Instrument for Categorical Program Monitoring (CPM)

Desired Outcomes

1. All students have a fair, equal, and sufficient opportunity to
 - obtain a high-quality education and
 - reach proficiency on challenging state academic content standards and state academic assessments.
2. The local educational agency (LEA) closes the achievement gap between the following:
 - high- and low-performing students, especially between minority and nonminority students and
 - disadvantaged students and their more advantaged peers.

Program Dimensions

Each categorical program is reviewed using the following seven interrelated dimensions:

- I. **Involvement.** Parents, staff, students, and community members participate in developing, implementing, and evaluating core and categorical programs.
- II. **Governance and Administration.** Policies, plans, and administration of categorical programs meet statutory requirements.
- III. **Funding.** Allocation and use of funds meet statutory requirements for allowable expenditures.
- IV. **Standards, Assessment, and Accountability.** Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.
- V. **Staffing and Professional Development.** Staff members are recruited, trained, assigned, and assisted to ensure the effectiveness of the program.
- VI. **Opportunity and Equal Educational Access.** Participants have equitable access to all programs provided by the local educational agency, as required by law.
- VII. **Teaching and Learning.** Participants receive core and categorical program services that meet their assessed needs.

I. Involvement:			
Parents, staff, students, and community members participate in developing, implementing, and evaluating core and categorical programs.			
I–CE 1. The local governing board has adopted and distributed to parents of participating students a written parental involvement policy describing how the LEA:			
I–1.1 Involves parents in the joint development of the LEA plan and in the process of school review and improvement			
I–1.2 Supports effective parental involvement at schools to improve student achievement and school performance			
I–1.3 Builds school and parent capacity for strong parental involvement			
I–1.4 Coordinates and integrates Title I, Part A parental involvement strategies with parental involvement strategies of other programs			
I–1.5 Conducts, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy			
I–1.6 Involves parents in activities of schools served by Title I			
Evidence Reviewed:			
Document: <input type="checkbox"/> LEA Plan <input type="checkbox"/> District policies <input type="checkbox"/> Board meeting agenda and minutes <input type="checkbox"/> Communiqués <input type="checkbox"/> Other: _____	Interview: <input type="checkbox"/> Staff <input type="checkbox"/> Parents <input type="checkbox"/> Others: _____		
Findings:			
Conclusion:	<input type="checkbox"/> Meets requirements	<input type="checkbox"/> Does not meet requirements	<input type="checkbox"/> Not reviewed
I–CE 2. The local governing board has adopted a school parental involvement policy, jointly developed with and distributed to parents of participating students, that describes the following:			
I–2. 1 The involvement of parents in the policy			
a. Convene an annual meeting to inform parents of participating students of the requirements of Title I, Part A and their rights to be involved			
b. Offer a flexible number of meetings			
c. Involve parents of participating students in the planning, review, and improvement of its Title I, Part A programs and parental involvement policy			
d. Provide parents of participating students with timely information about Title I programs			
e. Provide parents of participating students with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet			
f. Provide parents of participating students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their child			
I–2.2 The School–Parent Compacts that are jointly developed with and distributed to parents			
a. The school’s responsibility to provide high–quality curriculum and instruction			
b. The parents’ responsibility to support their child’s learning			
c. The importance of ongoing communication between parents and teachers through, at a minimum, annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program			
I–2.3 The building of capacity for involvement of parents by the LEA and school			
a. Assist parents in understanding academic content and achievement standards and assessments and how to monitor and improve the achievement of their child. Provide			

<p>materials and training to help parents work with their child to improve their child's achievement</p> <p>b. Educate staff, with the assistance of parents, in the value of parent contributions and how to work with parents as equal partners</p> <p>c. Coordinate and integrate parental involvement with other programs and conduct activities that encourage and support parents in more fully participating in the education of their child</p> <p>d. Distribute information related to school and parent programs, meetings, and other activities to the parents of participating students in a format and, to the extent practicable, in a language the parents understand</p> <p>e. Provide support for parental involvement activities requested by parents</p> <p>I-2.4 The accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students</p> <p>I-2.5 The implementation of the school parental involvement policy</p>			
Evidence Reviewed:			
<p>Document:</p> <p><input type="checkbox"/> School policy</p> <p><input type="checkbox"/> Single plan for Student Achievement</p> <p><input type="checkbox"/> Communiqués</p> <p><input type="checkbox"/> School site council meeting agendas and minutes</p> <p><input type="checkbox"/> Parent meeting notices, agendas, and minutes</p> <p><input type="checkbox"/> Sign-in sheets</p> <p><input type="checkbox"/> Training materials</p> <p><input type="checkbox"/> School-Parent Compact</p> <p><input type="checkbox"/> Other: _____</p>	<p>Interview:</p> <p><input type="checkbox"/> Staff</p> <p><input type="checkbox"/> Parents</p> <p><input type="checkbox"/> Students</p> <p><input type="checkbox"/> Others: _____</p> <p>Observation:</p> <p><input type="checkbox"/> Meetings</p> <p><input type="checkbox"/> Workshops</p> <p><input type="checkbox"/> Other types of parental involvement: _____</p>		
Findings:			
Conclusion:	<input type="checkbox"/> Meets requirements	<input type="checkbox"/> Does not meet requirements	<input type="checkbox"/> Not reviewed

II. Governance and Administration:			
Policies, plans, and administration of categorical programs meet statutory requirements.			
II–CE 3. Each LEA that uses Title I, Part A funds to provide a language instruction educational program and inform parents of			
II–3.1 The student’s identification as limited English proficient and the need to participate in English language development (ELD)			
II–3.2 The student’s level of English proficiency, the means of assessment, and the status of the student’s academic achievement			
II–3.2 The methods of instruction used in all available programs			
II–3.2 How the program will meet the needs of their student			
II–3.2 How the program will help their student learn English and meet the standards for promotion and graduation			
II–3.2 Specific exit requirements of the program			
II–3.2 The LEA’s failure to make progress on annual measurable achievement objectives in a language parents understand			
II–3.2 A student’s placement in an ELD program within the first two weeks of such placement if the student is enrolled after the beginning of the school year			
II–3.2 Strategies and methods parents can use to be involved in the education of their child and assist the child in attaining proficiency in English and in core academic subjects			
Evidence Reviewed:			
Document: <input type="checkbox"/> LEA Plan <input type="checkbox"/> Communiqués <input type="checkbox"/> Other: _____	Interview: <input type="checkbox"/> Staff <input type="checkbox"/> Parents <input type="checkbox"/> Others: _____	Observation: <input type="checkbox"/> Meetings <input type="checkbox"/> Other: _____	
Findings:			
Conclusion:	<input type="checkbox"/> Meets requirements	<input type="checkbox"/> Does not meet requirements	<input type="checkbox"/> Not reviewed
III. Funding:			
Allocation and use of funds meet statutory requirements for allowable expenditures.			
III–CE 4. The LEA provides funding for eligible private school students residing in an eligible public school attendance area even if that school was skipped for Title I, Part A funds.			
Evidence Reviewed:			
Document: <input type="checkbox"/> Consolidated Application <input type="checkbox"/> Student records <input type="checkbox"/> Fiscal records <input type="checkbox"/> Single Plan for Student Achievement <input type="checkbox"/> Other: _____		Interview: <input type="checkbox"/> Staff <input type="checkbox"/> Private school officials <input type="checkbox"/> Others: _____	
Findings:			
Conclusion:	<input type="checkbox"/> Meets requirements	<input type="checkbox"/> Does not meet requirements	<input type="checkbox"/> Not reviewed

<p>IV. Standards, Assessment, and Accountability: Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.</p>					
<p>IV–CE 5. The LEA uses results from statewide testing and other available measures to</p> <p>IV–5.1 Determine annually whether schools funded by Title I, Part A are making Adequate Yearly Progress</p> <p>IV–5.2 Publicize and disseminate the results of the annual review</p> <p>IV–5.3 Review the effectiveness of activities included in the LEA Plan and the Single Plan for Student Achievement</p> <p>IV–5.4 Provide interpretive, descriptive, and diagnostic reports for individual students that allow parents, teachers, and students to understand and address the specific academic needs of those students</p> <p>IV–5.5 Assist schools in developing and implementing school plans and curricula to meet state academic content standards</p>					
<p>Evidence Reviewed:</p> <table border="1"> <tr> <td> <p>Document:</p> <p><input type="checkbox"/> Evaluation reports</p> <p><input type="checkbox"/> Technical assistance to schools</p> <p><input type="checkbox"/> Other: _____</p> </td> <td> <p>Interview:</p> <p><input type="checkbox"/> Staff</p> <p><input type="checkbox"/> Others: _____</p> </td> </tr> </table>				<p>Document:</p> <p><input type="checkbox"/> Evaluation reports</p> <p><input type="checkbox"/> Technical assistance to schools</p> <p><input type="checkbox"/> Other: _____</p>	<p>Interview:</p> <p><input type="checkbox"/> Staff</p> <p><input type="checkbox"/> Others: _____</p>
<p>Document:</p> <p><input type="checkbox"/> Evaluation reports</p> <p><input type="checkbox"/> Technical assistance to schools</p> <p><input type="checkbox"/> Other: _____</p>	<p>Interview:</p> <p><input type="checkbox"/> Staff</p> <p><input type="checkbox"/> Others: _____</p>				
<p>Findings:</p>					
<p>Conclusion: <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> Not reviewed</p>					
<p>V. Staffing and Professional Development: Staff members are recruited, trained, assigned, and assisted to ensure the effectiveness of the program.</p>					
<p>V–CE 6. The school devotes sufficient resources for high–quality and ongoing professional development for staff and parents, as appropriate, to improve instruction and enable all public school students to reach proficiency on state academic content standards.</p> <p>V–6.1 From the 5% Title I funds reserved for professional development, the LEA allocates an equitable amount to provide professional development for private school teachers to better serve the academic needs of Title I participants</p>					
<p>Evidence Reviewed:</p> <table border="1"> <tr> <td> <p>Document:</p> <p><input type="checkbox"/> Professional development records</p> <p><input type="checkbox"/> Consolidated Application, Part II, Reservations</p> <p><input type="checkbox"/> Fiscal records to ensure equitable services</p> <p><input type="checkbox"/> Other: _____</p> </td> <td> <p>Interview:</p> <p><input type="checkbox"/> Administrators</p> <p><input type="checkbox"/> Staff</p> <p><input type="checkbox"/> Others: _____</p> </td> </tr> </table>				<p>Document:</p> <p><input type="checkbox"/> Professional development records</p> <p><input type="checkbox"/> Consolidated Application, Part II, Reservations</p> <p><input type="checkbox"/> Fiscal records to ensure equitable services</p> <p><input type="checkbox"/> Other: _____</p>	<p>Interview:</p> <p><input type="checkbox"/> Administrators</p> <p><input type="checkbox"/> Staff</p> <p><input type="checkbox"/> Others: _____</p>
<p>Document:</p> <p><input type="checkbox"/> Professional development records</p> <p><input type="checkbox"/> Consolidated Application, Part II, Reservations</p> <p><input type="checkbox"/> Fiscal records to ensure equitable services</p> <p><input type="checkbox"/> Other: _____</p>	<p>Interview:</p> <p><input type="checkbox"/> Administrators</p> <p><input type="checkbox"/> Staff</p> <p><input type="checkbox"/> Others: _____</p>				
<p>Findings:</p>					
<p>Conclusion: <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> Not reviewed</p>					

<p>V–CE.7. Paraprofessionals assigned to programs supported by Title I funds provide instructional services only under the direct supervision of a highly qualified teacher.</p>			
<p>Evidence Reviewed:</p>			
<p>Document:</p> <p><input type="checkbox"/> Paraprofessional duty statements</p> <p><input type="checkbox"/> Paraprofessional assignments</p> <p><input type="checkbox"/> Other: _____</p>	<p>Interview:</p> <p><input type="checkbox"/> Program administrators</p> <p><input type="checkbox"/> Teachers</p> <p><input type="checkbox"/> Paraprofessional staff members</p> <p><input type="checkbox"/> Others: _____</p>	<p>Observation:</p> <p><input type="checkbox"/> Classroom</p> <p><input type="checkbox"/> Other: _____</p>	
<p>Findings:</p>			
<p>Conclusion:</p>	<p><input type="checkbox"/> Meets requirements</p>	<p><input type="checkbox"/> Does not meet requirements</p>	<p><input type="checkbox"/> Not reviewed</p>
<p>V–CE 8. At the targeted assistance school, Title I staff members assume duties assigned to non–Title I–funded staff only if the assignment is similar and the amount of time spent on such duties is equivalent to that of similar personnel.</p>			
<p>Evidence Reviewed:</p>			
<p>Document:</p> <p><input type="checkbox"/> Paraprofessional duty statements</p> <p><input type="checkbox"/> Paraprofessional assignments</p> <p><input type="checkbox"/> Time accounting reports</p> <p><input type="checkbox"/> Other: _____</p>	<p>Interview:</p> <p><input type="checkbox"/> Staff</p> <p><input type="checkbox"/> Others: _____</p>	<p>Observation:</p> <p><input type="checkbox"/> Classroom</p> <p><input type="checkbox"/> Other: _____</p>	
<p>Findings:</p>			
<p>Conclusion:</p>	<p><input type="checkbox"/> Meets requirements</p>	<p><input type="checkbox"/> Does not meet requirements</p>	<p><input type="checkbox"/> Not reviewed</p>

VI. Opportunity and Equal Educational Access:

Participants have equitable access to all programs provided by the local educational agency, as required by law.

VI–CE 9. For targeted assistance schools and private schools, the LEA has established and the schools are using multiple, educationally related, and objective criteria to identify students eligible for services.

VI–9.1 The targeted assistance program serves eligible students in

- a. Preschool through Grade 2 solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures
- b. Grades 3 through 12 who are failing, or are most at risk of failing, to meet the state’s academic content standards

VI–9.2 The Economic Impact Aid (EIA) program serves students who are failing or at risk of failing to meet the state’s academic content standards

Evidence Reviewed:

<p>Document:</p> <ul style="list-style-type: none"> <input type="checkbox"/> District policy <input type="checkbox"/> Single plan for student achievement <input type="checkbox"/> Student records <input type="checkbox"/> Other: _____ 	<p>Interview:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Administrators <input type="checkbox"/> Private school officials <input type="checkbox"/> Teachers <input type="checkbox"/> Parents <input type="checkbox"/> Others: _____ 	<p>Observation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructional settings <input type="checkbox"/> Other: _____
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Findings:

Conclusion:	<input type="checkbox"/> Meets requirements	<input type="checkbox"/> Does not meet requirements	<input type="checkbox"/> Not reviewed
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<p>VII. Teaching and Learning: Participants receive core and categorical program services that meet their assessed needs.</p>			
<p>VII–CE 10. For Targeted Assistance or Schoolwide Program schools, the program activities use Title I and Economic Impact Aid/State Compensatory Education resources to provide fair, equal, and significant opportunities for all children identified by the school as failing, or most at risk of failing, to obtain a high–quality education and meet the state’s proficient and advanced levels of academic achievement.</p>			
<p>Evidence Reviewed:</p>			
<p>Document:</p> <ul style="list-style-type: none"> <input type="checkbox"/> LEA Plan <input type="checkbox"/> Single Plan for Student Achievement <input type="checkbox"/> List of supplemental materials <input type="checkbox"/> Instructional schedule <input type="checkbox"/> Student schedule <input type="checkbox"/> Evaluation results <input type="checkbox"/> Student records <input type="checkbox"/> Other: _____ 	<p>Interview:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Administrators <input type="checkbox"/> Teachers <input type="checkbox"/> Counselors <input type="checkbox"/> Parents <input type="checkbox"/> Students <input type="checkbox"/> School site council <input type="checkbox"/> Advisory committee <input type="checkbox"/> Others: _____ 	<p>Observation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructional settings <input type="checkbox"/> Other: _____ 	
<p>Findings:</p>			
<p>Conclusion:</p>	<input type="checkbox"/> Meets requirements	<input type="checkbox"/> Does not meet requirements	<input type="checkbox"/> Not reviewed

Tool 3.6: Template for LEA School Improvement

Description

This tool contains samples from a template that SEAs can provide to LEAs to support their development of an improvement plan that includes processes and procedures to support parental involvement as defined in Title I, Part A. When SEAs create these types of templates, they should also ensure that other tools, such as checklists and monitoring instruments, are aligned to them.

Distribution

Templates such as this are commonly provided at school improvement meetings sponsored by SEAs as well as through SEA Web sites. SEA staff can create additional briefs or articles in Title I newsletters to further encourage use of the template.

Suggestions for Use

SEA staff can use this document as part of training to help LEA staff in understanding and developing plans that address the Title I, Part A provisions related to parental involvement. SEA staff should anticipate that some LEA staff will be able to use this template with little instruction, while others will need step-by-step training as well as follow-up.

SEA staff can make the use of a template such as this one mandatory for improvement planning when LEAs have failed to reach the state's goals for parental involvement practice as defined by Title I, Part A.

SEA staff can use this type of tool for on-site, step-by-step interventions for LEAs that are designated as needing improvement (not meeting AYP).

LEA Plan for Excellence (Sampling of Template, Not Exhaustive)

Directions for using this template are in *[brackets]*. Staff, creating a plan, should use the headers provided in this template and incorporate the information described in the directions for each section. Add documentation and additional information to support your plan in appendices at the back.

A. TITLE I, PART A THEMES IN THE BRIDGE TO EXCELLENCE PLAN

[Briefly describe the LEA's approach and strategies to provide high-quality support to all Title I, Part A schools at each level of the school system: elementary, middle, and high school.]

SCHOOLS IN IMPROVEMENT:

[What steps will the LEA take to involve parents in School Improvement?]

Provide descriptions of the methods or approaches the LEA will use to address the following items; use the same numbers and letters listed below to organize responses under each item.]

1. Notification: Student Attending School identified for School Improvement, Corrective Action or Restructuring. [Title I, Part A, Section 1116(b)(6)(A-E)]

[How will the LEA address parent notification provisions?]

In compliance with Title I, Part A, Section 1118, parents of each student enrolled in a Title I, Part A school identified for School Improvement, Corrective Action, or Restructuring will be notified in September 2007 by letter from the superintendent. Parent notification is coordinated through the Division of Accountability and Department of School Improvement. Letters should

be prepared in English, Spanish, and other languages as requested. Parent letters are sent home with students, posted on the school’s Web site, and made available for parent/community meetings.

For each of the lettered topics below, describe the step–by–step process, including specific timeline/dates and contents of the letter (complete sample notification documents and notification letter should be included in the appendix), each school will use to inform each student enrolled in a Title I, Part A school identified for School Improvement, Corrective Action, or Restructuring.]

a) Identification

[What does identification mean to the school, students, and parents?

Each school in School Improvement will receive a school–specific letter from the SEA explaining what caused the school to be identified and its current status in School Improvement, as well as what the identification means for the school. This information must be included in the notification to parents.

Why has this school been identified for School Improvement, Corrective Action, or Restructuring? Each school’s letter will identify the targets the school missed in the reported areas and the subgroups that made Adequate Yearly Progress (AYP), as well as those that did not make AYP in the reported areas. This information must be included in the notification to parents.

How will the LEA ensure that each parent receives this information?]

b) Approach to addressing low achievement

[What is the school doing to address low achievement?

Information to parents must explain that the goals and objectives for schools are delineated in the LEA’s Master Plan. These goals and objectives drive the academic programs and activities for all schools. Additionally, the plans must describe how targeted professional development will promote standards–based curriculum.

Furthermore, parents must be informed of how the LEA and the SEA will work collaboratively to ensure that schools identified for School Improvement receive technical assistance, extra resources for instructional materials, staffing, and ongoing, job–embedded professional development.

How does the LEA plan to accomplish these tasks and notify parents about the procedures and process for doing so?]

2. Parental involvement in the schools identified for School Improvement, Title I, Part A, Section 1118(d)

[How are parents to be involved in addressing the academic issues that caused the school to be identified for School Improvement?

Parents must be involved in the school improvement process. Parents should serve on school planning and management teams. LEAs should keep in mind that the Department of School Improvement and Accountability (DSIA) and the Title I Department work with schools to increase parental involvement by providing direction and guidance to schools in this area. LEA staff and parents may attend workshops sponsored by the DSIA and/or the Title I Department. The Title I Parent and Family Involvement Coordinators also train school staffs and parent teams in the development of accountability portfolios and appropriate documentation to capture parental involvement in schools.

How does the LEA plan to involve parents in supporting efforts to address academic needs?]

B. PARENTAL INVOLVEMENT POLICY

[How does the LEA use policy to support parental involvement?]

Briefly describe the LEA’s approach and strategies to encourage parental involvement in the development of parental involvement policy. School systems and schools need to communicate frequently, clearly, and meaningfully with families, and ask for parents’ input in decisions that affect their child. [Section 1118(a)(2)] Parental involvement strategies should be woven throughout each school system’s Master Plan.]

LOCAL SCHOOL SYSTEM POLICY:

[How will the LEA involve parents in developing parental involvement policy?]

Provide descriptions of the methods or approaches the LEA will use to address the following items; use the same numbers and letters listed below to organize responses under each item.]

1. The local school system policy shall include the following:

[How does the LEA’s parental involvement policy reflect the provisions of Title I, Part A, Section 1118? In compliance with Title I, Part A, Section 1118, LEAs and schools must develop policy to support the involvement of parents of students enrolled in a Title I, Part A schools.]

For each of the lettered topics below, describe the step-by-step process including specific timeline/dates and contents of the letters, forms, documents, or other media (complete samples should be included in the appendix) the LEA and its schools will use to inform parents about involvement opportunities and the LEAs and school’s approach to parental involvement.]

a) Joint development of program activities and the process of school review and improvement

[What strategies and activities will the LEA use to engage parents in the joint development of program activities [Title I, Part A, Section 1112] and the process of school review and improvement [Title I, Part A, Section 1116]?]

Describe the processes and procedures the LEA and its schools will use to involve parents in joint development of program and activities and the process for review and improvement. List the types of activities, with an explanation for each. Provide a timeline.

Fully describe in detail the strategies and actions the LEA will use to implement the following:

- i. Annual parent orientation meeting to provide information to parents on the following topics and others appropriate: their rights as parents of students served through Title I, Part A; the schools strategies to ensure that each child is academically successful; and the role of parents in supporting their child’s education.*

- ii. *Collaboration with other school system departments to share information on Title I, Part A, Section 1118 (such as community forums, meetings, and information fairs).*
- iii. *Jointly developed School–Parent Compacts that describe what teachers, other staff, students, and parents will need to do to ensure that all students meet state standards.*

LEAs should also remember that the Title I Department and the Department of School Improvement and Accountability oversee the systemic process that requires the inclusion of parents in the process of school review and improvement as members of School Improvement Teams and/or School Planning and Management Teams. The Title I Parent/Family Involvement Coordinators will assist School Planning and Management Teams in developing, putting into action, and assessing the parental involvement component of the School Improvement Plan and provide strategies on how to include parents in the process.]

b) Building capacity for strong parental involvement

[What strategies and activities will the LEA use to build the capacity of school staff and parents for strong parental involvement?

Describe the processes and procedures the LEA and its schools will use to build the capacity of staff and parents. List the types of activities with an explanation for each. Provide a timeline.

LEAs should also remember the Title I Parent/Family Involvement Coordinators work with schools and parent groups to build capacity for focused parental involvement through the development of effective PTAs/PTSAs and parent teams in Title I, Part A schools. The coordinators collaborate with PTAs/PTSAs, as well as with Parent Advisory Councils to develop and implement strategies to achieve greater parent/family/community involvement and participation. Title I, Part A staff also provide workshops to school and parent groups and/or facilitate the attendance of school teams at systemic training sessions that provide innovative strategies to promote working partnerships among parents, teachers, students, and the community.

Parents and Title I, Part A staff jointly participate in family involvement conferences. The conferences provide innovative strategies that promote working partnerships among parents, teachers, students, and the community.