**2017–18 Title I, Part A**

**Consolidated Program Review Procedures**

# Purpose of the Consolidated Program Review (CPR) Process and this Document

The Title I, Part A program review is a regular, systematic examination of a Local Educational Agency’s (LEA’s) administration and implementation of the Title I, Part A grant program. The purpose of this document is to help Title I, Part A directors assemble the documentation required for a program review and to strengthen existing Title I, Part A programs.

The Title I, Part A program review, in conjunction with other state and federal program reviews, aims to ensure that all children in Washington have a significant opportunity to receive a fair, equitable, and high-quality education. The review provides evidence that Title I, Part A programs and policies exhibit a focus on improving student academic achievement and ensures LEA compliance with statutory and regulatory requirements.

The Title I, Part A program review encompasses the following areas:

1. Fiscal Procedures
2. Parent Communications
3. Program Design and Evaluation
4. Accountability

Questions about the Title I, Part A program may be directed to [dl\_title1a@k12.wa.us](mailto:dl_title1a@k12.wa.us) or 360-725-6100.

Review Process and Timeline

Each LEA in Washington State is scheduled for a Title I, Part A program review at least once every five years. Some LEAs may be selected more than once every five years based on their size or risk factors. Title I, Part A is one program of several state and federal programs that participate in the CPR process. A schedule is available at <http://www.k12.wa.us/consolidatedreview/default.aspx>.

The CPR process is as follows:

1. The Office of Superintendent of Public Instruction (OSPI) notifies each LEA scheduled for a CPR review and of the timeline for submitting required materials.
2. The LEA uploads all documentation for review to the online EDS Program Monitor tool beginning at least 12 weeks prior to the CPR review start date. The CPR tool is locked two weeks prior to the visit and the LEA is no longer able to upload documentation for the initial review process.
3. Documentation is reviewed by OSPI Title I, Part A/LAP staff prior to the LEA review’s official start date and they may contact the LEA as necessary to resolve compliance issues where possible.
4. DESK REVIEWS:
   1. Review is Monday through Thursday, with phone exit on Friday or the following Monday.
   2. Final report is emailed to the LEA prior to the phone exit.
5. ON-SITE REVIEW:
   1. Documentation is reviewed prior to the LEA on-site review date and OSPI Title I, Part A staff may contact LEA staff as necessary to resolve compliance issues where possible–either prior to the visit or during the visit.
   2. Building visits–regardless of prior notice, any school within the LEA is subject to possible review.
   3. Title I, Part A review includes interviews with key individuals who oversee and implement federal and state programs.
   4. Exit meeting to review noncompliance items, and (if applicable) technical assistance and commendations.
6. Commendations, technical assistance, and noncompliant items are listed in the CPR exit report.
7. LEAs are required to submit response(s) to noncompliant items within 45 calendar days of the visit or desk review exit phone call.
8. All responses are managed within the online EDS Program Monitor tool.
9. OSPI tracks follow-up documentation and notifies LEA via email regarding completion of the review, only after review is closed and all noncompliant items are resolved.

# Organizing and Submitting Materials for Review

To facilitate the review, the Title I, Part A office asks that each LEA organize and submit documentation through the EDS Program Monitoring tool. Documentation must be uploaded to its corresponding tab under Title I, Part A.

For questions or assistance uploading documentation, please contact Timothy McNeely at [timothy.mcneely@k12.wa.us](file:///C:\Users\jason.miller\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\2G49DQGF\timothy.mcneely@k12.wa.us). For Title I, Part A program assistance, please call the Title I, Part A/LAP office at 360-725-6100.

| Title I, Part A: List of Required Materials by Topic | |
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| **CPR Tool**  **Section/Item Tab** | **Item Title** |
| **Fiscal Procedures** | |
| Tab 1.1 | Ranking and Building Allocations |
| **Parent Communications** | |
| Tab 1.2 | Teacher and Paraeducator Qualifications   * Appendix 2: Sample Notification of Parent’s Right to Know about their Child/Children’s Teachers Qualifications |
| Tab 1.3 | Annual LEA Report Card |
| Tab 1.4 | LEA Parent Engagement Policy   * Appendix 3: LEA and School Parent Engagement Policy Checklist * Appendix 4: LEA Parent Engagement Policy Checklist |
| Tab 1.5 | 1 Percent Parent Engagement Funds (only for LEAs with $500,000 or greater allocation) |
| Tab 1.6 | Complaint Procedures |
| Tab 1.7 | School (Building) Parent Engagement Policy   * Appendix 5: School Parent Engagement Policy Checklist |
| Tab 1.8 | School Parent Compact   * Appendix 6: Title I, Part A School/Parent Compact Checklist |
| Tab 1.9 | Building Capacity for Parent Family Engagement |
| **Program Design and Evaluation** | |
| Tab 1.10 | Schoolwide Program   * Appendix 7: Component 10–Sample format illustrating how to combine funds in a Title I, Part A Schoolwide program |
| Tab 1.11 | Schoolwide Program Evaluation |
| Tab 1.12 | Targeted Assistance Program and Identification of Students |
| Tab 1.13 | Targeted Assistance Program Evaluation |
| Tab 1.14 | Title I, Part A Set-Asides |
| Tab 1.15 | Equitable Services with Private Schools Located Outside of LEA |
| **Accountability** | |
| Tab 1.16 | 95% Participation Rate Required Action |
| Tab 1.17 | Supplement Not Supplant |

Description of Materials and Required Evidence

**Additional information to assist in the documentation process is provided for each item in the blue highlighted area of “Evidence to Submit” column. Evidence, unless otherwise stated, should reflect activities for the 2017–18 school year.**

**School/Building Selection Guidance for Evidence Documentation**

1. **Desk Review**

* **LEAs with student enrollment of 5,000 and under:**

Submit documentation for one targeted assistance school **and** one Title I, Part A schoolwide school with the highest per pupil expenditure (PPE).

*(NOTE: If the LEA has only one Title I, Part A school, send documentation for that school. If the LEA has only targeted assistance schools, send documentation for two schools with the highest PPE. If the LEA has only schoolwide schools, send documentation for two schools with the highest PPE.)*

* **LEAs with student enrollment of 5,001 and over:**

Submit documentation for two targeted assistance schools **and** two Title I, Part A schoolwide schools with the highest PPE.

*(Note: If the LEA has less than four Title I, Part A schools, send documentation for all schools. If the LEA has only targeted assistance schools, send documentation for the three targeted assistance schools with the highest PPE. If the LEA has only schoolwide schools, send documentation for the three schoolwide schools with the highest PPE.)*

* OSPI staff may request documentation for additional buildings based on initial review.

1. **Onsite Review**

* Submit building documentation only for the buildings identified by OSPI for onsite reviews. Notification letter will be emailed to the LEA CPR contact in Fall 2017.

| **Item** | **Description** | **Evidence to Submit** |
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| 1.1 | **Ranking and Building Allocations**  *Title I, Part A funds are used for eligible attendance areas and follow the ranking and allocation rules. Section 1113(a)(b)* | **LEA Level**  🞏 Detailed Title I, Part A expenditure report for **each** Title building served in the 2016-17 school year. There should be a separate report submitted for each Title-served building. The reports provided must show:  (1) amount of Title I, Part A funds allocated to the building, and  (2) total 2016-17 Title I, Part A expenditures for each building.  ***Note****: Please make sure the reports are labeled by building or a location code key is attached.*  **Required of:** All Title I, Part A schools.  **Background Information:** LEAs are required to allocate Title I, Part A funds to buildings based on ranking criteria, establishing a per pupil allocation. School budgets must be aligned with the OSPI-approved **2016–17 Title I, Part A application, iGrants form package (FP) 201, Page 6A, 6B, 6C, or 6D**; and school expenditures should not exceed the rank order per pupil allocation for that same school year.  **Double click the icon below to access examples of compliant expenditure reports and to look at the Excel template where we verified LEA was compliant.** |

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| 1.2 | **Teacher and Para Qualifications**  *At the beginning of each school year, the LEA notifies parents in all Title I, Part A served buildings that they may request information regarding the**professional qualifications of the student’s classroom teachers and paraeducators, when applicable. Sec 1112 (e)(1)(A); 34 CFR 200.61(a)* | LEA Level or Building Level  *Note: Only provide evidence for the buildings selected for review (please see building selection guidance at top).*  🞏 Dated copy of notification (e.g. handbook, newsletter, or letter) to parents that they may request information regarding the professional qualifications of their student’s teachers (must be sent to parents/families at the beginning of the school year).  **Required of:** All Title I, Part A Schools.  **Background Information:** At the beginning of each school year, the LEA must notify parents in all Title I, Part A Part A served schools that they may request information regarding the professional qualifications of their child/children’s classroom teachers and paraeducators. This notice may be communicated to parents in a variety of ways, including a school newsletter, student handbook or a letter to parents. The information may be posted on the school or LEA website, however, to ensure all parents can access this notice, when posting on a website the information must also be provided in another method of communication. Sample letters can be found at the following link, we also have it in the top nine languages: [http://www.k12.wa.us/TitleI/ParentFamilyEngagement/TeacherQualificationsTemplates](http://www.k12.wa.us/TitleI/ParentFamilyEngagement/TeacherQualificationsTemplates.aspx).  LEAs must include instructions for how the parent can request the information. Ex: “please call (LEA contact name) at (telephone number) or email (email address) to request this information.”  **See Appendix 2 for a sample notification (English version, for other languages, see link above) to parents to advise they may ask about their child/children’s teacher’s qualifications.** |
| 1.3 | **Annual LEA Report Card**  *The LEA annually provides a report card to parents and community.  Sec. 1111(h)(2)(C)*  *The purpose of this requirement is that families and the community have access to information on school/LEA performance and are provided with information on how to use it.*  *There is no LEA-level* National Assessment of Educational Progress *(NAEP) data for LEA Report Card. The required OSPI* State NAEP report card *for reading/math at grades four and eight is at:* <http://reportcard.ospi.k12.wa.us/naepCurrent.aspx?domain=NAEP&groupLevel=District&schoolId=1&reportLevel=State&year=2014-15&gradeLevelId=4&waslCategory=1&yrs=2014-15>. | LEA Level  *Note: LEA may directly link (or provide explicit instructions) to its specific information on the OSPI Report Card website; however, it is important LEA communicates how to access or use the information. Additionally, because there may be parents or community members who do not have access to the Internet or computer, an additional notification method must also be used.*  🞏 A. Evidence of how annual LEA report card information is disseminated and explained:  (1) to families with children enrolled in the LEA, and  (2) The larger community (e.g. newsletter, website, email).  🞏 B. One of the following:  (1) Indicate in the comment box that the LEA uses OSPI’s report card to satisfy this requirement;  or  (2) Copy of customized LEA report card information provided to families. If LEA provides its own report card, it must include:  State assessment data for LEA.   * Disaggregated Student Achievement Data on state assessments. * Participation rates on state assessments. * NAEP–State NAEP percentage of students at each achievement level in reading and math for grades 4 and 8 for “all students” groups (from OSPI state Report Card)   Required of: All LEAs.  Background Information: LEAs receiving Title I, Part A funds must annually prepare and distribute LEA and school report cards to parents, guardians and community members. Report cards must include data as it applies to the LEA as a whole, and as it applies to each school within the LEA. Student data must be disaggregated by student sub-groups and include student achievement data sources such as state assessments and NAEP.  NAEP data is posted on the OSPI Report Card. However, this data is not specific to LEAs or schools but to the state as a whole and its student achievement comparison to the nation. Nevertheless, parent and community access to this information is required and it must be specifically referred to with an explanation.  OSPI provides a comprehensive State Report Card that includes the mandated data to meet this federal requirement. LEAs may use the OSPI Report Card to communicate and distribute this data to parents and community through a variety of ways.  LEA and school data may be distributed to parents and community through paper copies such as LEA or school newsletters, letters to parents or community members, or posted on LEA and school websites.  Notification strategies may vary from LEA to LEA but should fall within two categories: paper copy or website with a paper copy.   1. Paper Copy: Provide a detailed report via a paper method that contains all required components; OR 2. Website: Provide a written summarized statement that addresses how student academic achievement is progressing in the LEA and schools, and then reference the LEA or OSPI website with a link to LEA data for parents to access more specific or in-depth information specifically about the LEA. This strategy also requires that a statement be included that identifies a process and contact person for parents or community members to access detailed data by paper copy when needed.   **Double click the icon below to access examples of compliant report card, notification, and notification letters.** |

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| 1.4 | **LEA Parent Family Engagement**  **Policy**  *Contains all of the required elements. Sec 1116(a)(2)*   * *LEA must develop jointly with, agree on, and distribute to parents the parent family engagement policy. Sec 1116(a)(2)(A)* * *Provide coordination and technical assistance to participating schools in planning effective parent family engagement activities to increase academic achievement. Sec 1116(a)(2)(B)* * *Build school and parent capacity for strong parent family engagement as described in Sec 1116(a)(2)(B) .* * *Coordinate with programs that promote parent family engagement strategies (Head Start, Even Start, etc.). Sec.1116(a)(2)(C)* * *Conduct with parents an annual evaluation for content and effectiveness and address barriers to greater parental participation. Sec 1116(a)(2)(D)* * *Involve parents in the activities of the schools. Sec 1116(a)(2)(F)*   Find the LEA and School Side-by-Side Required Policy Components document at [LEA/School Side-by-Side Policy Requirements.](http://www.k12.wa.us/TitleI/ParentFamilyEngagement/pubdocs/LEAandSchoolSide-by-sideRequirements.docx) | **LEA Level**  ***Policy***  🞏 A. Dated copy of current LEA parent and family engagement (PFE) policy with the Every Student Succeeds Act (ESSA) language.  *Note: Washington State School Directors’ Association (WSSDA) is doing a major ESSA policy packet that will be released in the fall of school year 2017–18, including the LEA parent and family engagement policy.*  *Examples of Evidence:*  (1) LEA adopts OSPI’s [LEA PFE Policy with ESSA Language](http://www.k12.wa.us/TitleI/ParentFamilyEngagement/pubdocs/LEAPolicyTemplateED.docx)  or  (2) (Once WSSDA releases its ESSA policy packet update) LEA adopted WSSDA PFE policy with ESSA language.  ***Policy Participation***  🞏 B. Copy of dated parent notification inviting parents to participate in development of PFE policy/procedures.  *Examples of evidence:*  Letter, community newsletter, local community newspaper, mailer, email (email alone will not be considered compliant–LEAs must use an additional form of notification when notifying parents about their opportunity to participate in the development of the policy).  ***Technical Assistance to Participating Schools***  🞏 C.Description (200 words) of how LEA assists its principals in Title I, Part A schools to meet [PFE required strategies](http://www.k12.wa.us/TitleI/ParentFamilyEngagement/LEACapacity.aspx) to build capacity.  *Examples of what to include in LEA description:*  List of activities, resources, documents used, or information the LEA provides to principals.  **Required of:** All LEAs with Title I, Part A funds.  **Background Information:** Each LEA that receives Title I, Part A funds must develop a written parent engagement policy that establishes the program components for parent engagement. LEAs must develop this policy with the parents whose children receive Title I, Part A services and parents must agree with the provisions of the policy. If a LEA has an existing parent engagement policy that applies to all parents, it is permissible to amend that policy to meet Title I, Part A requirements.  Parent engagement policies are intended to:   * Establish LEA and Title I, Part A school expectations for parent engagement. * Describe how the LEA and schools will involve parents in developing the LEA and school improvement plans and in reviewing school performance. * Provide support to assist Title I, Part A schools in planning and implementing effective parent engagement activities to improve student achievement. * Build school and parent capacity for strong parental engagement. * Coordinate and integrate parent engagement strategies with other programs (e.g., Head Start program, etc.).   To help LEAs ensure all components of the LEA parent engagement policy and procedures are met, a sample [Policy Checklist](http://www.k12.wa.us/TitleI/ParentFamilyEngagement/pubdocs/LEAandSchoolSide-by-sideRequirements.docx) is included in Appendix 3. For more information and resources related to LEA parent engagement go to: [http://www.k12.wa.us/TitleI/Familyengagement/LEA.aspx](http://www.k12.wa.us/TitleI/ParentFamilyEngagement/default.aspx).  **See Appendix 3 for LEA and School Parent Engagement Policy Side-by-Side Checklist.**  **Double click the icon below to access a fillable template you can upload into the CPR tool:** |
| 1.5 | **One Percent Parent and Family Engagement Funds**  *The LEA ensures parents have the opportunity to be involved in decisions regarding the one percent parent and family engagement funds* (applies only to LEAs that receive an allocation of $500,000 or greater). *Sec 1116(a)(3)  Note: Under ESSA, the LEA may reserve 10% of its PFE funds for LEA activities and 90% for Title I, Part A schools. This is a change from NCLB, which was 5% for LEAs and 95% for Title I, Part A schools.* | LEA Level  🞏 A. LEA total allocation is less than $500,000–this is not applicable.  🞏 B. Evidence documenting parent input on decisions about how funds will be used for parent and family engagement activities.  *Evidence must include all of the following:*   * Dated meeting announcement, * dated and labeled agenda, * sign-in sheets, * detailed recommendations.   🞏 C. Description (up to 200 words) of how LEA incorporates parent input into the LEA’s/schools use of funds for parent and family engagement.  **Required of:** All LEAs that have a Title I, Part A allocation of $500,000 or greater.  **Background Information:** LEAs with Title I, Part A allocations of $500,000 or greater are mandated to set-aside one percent of their total allocation for parent engagement activities. For the 2017–18 school year, of this one percent, 90 percent is allocated to schools through their Title I, Part A building allocations and the remaining 10 percent is used by the LEA to support parent activities managed at the LEA level.  ***NOTE:*** The LEA must: a) involve parents in the decisions on how these funds will be used; b) use the required one percent set-aside in allowable parent engagement activities; and c) track how participating schools use their allocation for parent engagement activities.  **Double click the icon below to access a fillable template you can upload into the CPR tool:** |
| 1.6 | **Complaint Procedures**  *The LEA disseminates free of charge to parents of students, and to appropriate private school officials or representatives, adequate information about the Title I, Part A written complaint procedures for resolving issues of violation(s) of a federal statute or regulation that applies to Title I, Part A programs. Chapter 392-168 WAC Special Services Programs-Citizen Complaint Procedures for Certain Categorical Federal Programs.*  *Document at:* <http://www.k12.wa.us/TitleI/CitizenComplaint.aspx> | LEA Level or Building Level  *Note: Only provide evidence for the buildings selected for review (please see building selection guidance at top).*  🞏 Description (*200 words*) of the LEA or school’s process to ensure OSPI’s Federal Program complaint procedures are distributed to parents of students in a Title I, Part A school.  **Required of:** All LEAs.  **Background Information:** LEAs must provide parents with adequate information about OSPI’s written citizen complaint process. This process is in place to resolve complaints related to violation(s) of federal statute or regulation that apply to Title I, Part A programs. The LEA must provide this information to parents, and to the appropriate private school officials or their representatives. [Chapter 392-168 WAC Special Services Programs-Citizen Complaint Procedures for Certain Categorical Federal Programs]  For additional information go to <http://www.k12.wa.us/TitleI/CitizenComplaint.aspx>.  **Double click the icon below to access a fillable template you can upload into the CPR tool:** |
| 1.7 | **School (Building) Parent Family Engagement Policy**  *LEA ensures each school that receives Title I, Part A funds has a written school parent and family engagement policy that (1) includes all required elements (see below), (2) describes how the school will comply with the regulations that cover parent engagement in Title I, Part A, and (3) describes how school staff will work with parents to create a School-Parent Compact (see item 1.19). This is in addition to the LEA parent engagement policy. Find the LEA and School Side-by-Side Required Policy Components at:* <http://www.k12.wa.us/TitleI/ParentFamilyEngagement/LEAPolicy.aspx>    *Contains all of the required elements:*   * *Written policy developed with, agreed to and distributed to parents of participating students and updated periodically. Sec 1116(b)(1)* * *Annual meeting to inform parents of participating students in the Title I, Part A program and the right of parents to be involved. Sec 1116(c)(1)* * *Offer flexible meetings. Sec 1116 (c)(2)* * *Involve parents in the development of Title I, Part A programs and or schoolwide program. (May cross-reference to 1.7 & 1.8). Sec 1116(c)(3)* * *Provide timely information regarding: curriculum, assessments, achievement levels and opportunities for parents to provide suggestions and participate in decisions relating to the education of their children. Sec 1116(c)(4)* * *If parents are not satisfied with the schoolwide plan, there is opportunity for parents to submit any comments on the plan when the school makes it available to the LEA (may cross-reference to 1.7 & 1.8). Sec 1116 (c)(5)*   *The School Parent Compact is jointly developed with parents. Sec 1116(d)(1)(2)(A)(B)(C) (See item 1.8)*  Find the LEA and School Side-by-Side Required Policy Components document at [LEA/School Side-by-Side Policy Requirements.](http://www.k12.wa.us/TitleI/ParentFamilyEngagement/pubdocs/LEAandSchoolSide-by-sideRequirements.docx) | Building Level  ***Note:*** *Only provide evidence for the buildings selected for review (please see building selection guidance at top).*  ***PFE Policy/Plan Copy***  🞏 A. Copy of current dated school (**for each building monitored**) parent and family engagement policy (plan) with all required elements.  🞏 B. Description (**for each building monitored**–200 words) of how school ensures parents participate in the development of the school (building) parent and family engagement policy.  ***Policy Dissemination***  🞏 C.Description(**for each building monitored**–200 words) of how the schooldistributes to parents the school’s PFE policy; and if applicable, include how the PFE policy is translated into other languages for parents that do not speak English. If translation is not provided, explain why not and describe the other ways the school communicates this information to these parents**. In addition, if the school uses email to disseminate the PFE policy, note how the school ensures that parents without access to the *internet/computer receive a copy of the policy.***  ***Annual Title I, Part A Meeting***  🞏 D.Copy of evidence of annual Title I, Part A meeting for parents of students to inform them about their rights and about the Title I, Part A program.  ***Evidence must include all of the following:***   * Dated meeting notification, * Dated agendas, and * Dated sign-in sheets.   ***Timely Information–Assessments, Curriculum, Achievement Levels***  🞏 E.Description (**for each building monitored**–200 words) of how the school provides timely information to parents about the schools’/LEA’s curriculum, required state/LEA assessments, and the achievement levels student must meet.  **Required of:** All Title I, Part A schools.  **Background Information:** Each school that receives Title I, Part A funds must develop a written school parent engagement policy that describes 1) how the school will comply with the regulations that cover parent engagement in Title I, Part A Section 1116; and 2) how school staff will work with parents to create a School-Parent Compact.  Schools must develop this policy in partnership with parents whose children receive Title I, Part A services and update this policy to meet the changing needs of parents and the school. If a school has an existing parent engagement policy that applies to all parents, it is permissible to amend that policy to meet Title I, Part A requirements.  **Strategies that Involve Parents in the Development of Your School’s Parent Engagement Policy**   * **Collect parent feedback** on your parent engagement policy. For example, surveys, comment boxes, emails, face-to-face conversation, parent conferences and Title I, Part A meetings provide opportunities to collect feedback. * **Document parent engagement.** Sign-in sheets from workshops, meetings and conferences, meeting notes, school activity schedules, training and informational materials, and communications and brochures are just a few of the ways in which schools can track implementation of their parent engagement policy.   + **Documentation is essential for compliance** and is required as evidence during the [Consolidated Program Review](http://www.k12.wa.us/ConsolidatedReview/default.aspx) process (<http://www.k12.wa.us/ConsolidatedReview/default.aspx>). * **Use parent feedback** periodically to make recommendations or updates to parent engagement policy. * **Make sure parents have access to the school policy**—possible strategies include printed in the school handbook, on visitation day (parent-teacher conferences), during open houses or through a newsletter.   To help LEAs ensure all components of the LEA parent engagement policy and procedures are met, find the [LEA and School Side-by-Side Required Policy Components](http://www.k12.wa.us/TitleI/ParentFamilyEngagement/pubdocs/LEAandSchoolSide-by-sideRequirements.docx) document at LEA/School Side-by-Side Policy Requirements in Appendix 3.  For more information and resources that support activities and requirements of the School/Building Parent Engagement Policy go to <http://www.k12.wa.us/TitleI/ParentFamilyEngagement/default.aspx>  **Double click the icon below to access a fillable template you can upload into the CPR tool:** |
| 1.8 | ***School-Parent Compact***  *The School Parent Compact is jointly developed with parents. Sec 1116 (d)(1)(2)(A)(B)(C)*  ***Compact Requirements***  Each school served shall jointly develop with parents of served children a school-parent compact that outlines how:   * Parents, the entire staff, and students will share responsibility for improved student academic achievement and, the means by which the school and parents will build and develop a partnership to help children achieve the state’s high standards. * The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served to meet the challenging State academic standards. * Each parent will be responsible for supporting their children’s learning; and participating, as appropriate, in decisions relating to the education of their children and positive extracurricular time. * Addresses the importance of communication between teachers and parents on an on-going basis through (at a minimum):  1. Parent-teacher conference in elementary schools, at least; 2. Frequent reports to parents on their children’s progress.   Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities.   1. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand | Building Level  *Note: Only provide evidence for the buildings selected for review (please see building selection guidance at top).*  🞏 A. One copy (for *every building* being monitored) of a completed, current, and dated school-parent compact with all necessary compact requirements and signatures.  🞏 B. Description (**for each building monitored–**200 words) on how the school and parents use the compact to:  (1) Build and develop a partnership to help children achieve the state’s high standards.  (2) Ensure regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.  **Required of:** All Title I, Part A schools.  **Background Information:** The school-parent compact is a written agreement that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. This compact takes the form of a written agreement that identifies specific activities that parents, school staff and students will carry out to improve academic achievement.  In a targeted assistance program, compacts should identify specific grades and subject areas served and are only distributed to families of students served by Title I, Part A funds.  In a schoolwide program, compacts are distributed to all families. For more information on compacts, including a sample compact, please see <http://www.k12.wa.us/TitleI/ParentFamilyEngagement/School.aspx>.  **See Appendix 5 for a Title I, Part A School/Parent Compact Checklist.**  **Double click the icon below to access a fillable template you can upload into the CPR tool:** |
| 1.9 | ***Building Capacity for Parent Family Engagement***  *To ensure effective engagement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under Title I, Part A. Section 1116 (c)(e)(1)(2)(3)(4)(5)*  ***Activities for Staff and School:***   * *Raise awareness and build skills among teachers, pupil services personnel, principals, and staff related to outreach and communication, and ways to work with parents as equal partners.* * *Hold meetings early in the morning or in the evening that widen the time available for working parents to be present* * *Coordinate parent engagement programs with other school-based state and federal programs and services, including preschool if operated at the school.* * Send parents information *related to school and parent-focused programs, meetings and other activities. Present this information in an understandable and uniform format. To the extent practicable, provide materials in a language and format the parents can understand.*   ***Activities for Parents:***   * *How to work with educators* * *Help parents understand state academic standards.* * *Provide materials and training designed to help parents work with their children.* | School Level  *Note: Only provide evidence for the buildings selected for review (please see building selection guidance at top).*  *Capacity Building PFE Requirements*  🞏 A. Description (for each building monitored–200 to 500 words) of how the school implements the [PFE required capacity-building activities](http://www.k12.wa.us/TitleI/ParentFamilyEngagement/LEACapacity.aspx) with both parents and staff.  *Examples of what to include in your description:*  (1) Describe how the school designs and provides opportunities for staff to engage with parents. Describe how the school determines the staff opportunities.  (2) Describe how the school designs and provides activities offered to parents to build their skills to engage in their child’s education.  **Required of:** All LEAs.  **Background Information:** Schools must build capacity for Parent and Family Engagement within the building and among parents themselves. Effective scheduling, best practices, and community engagement are just three of the many ways schools can support parent involvement at school, at home, and across the community.  **Note:** If the LEA uses the same strategy for all schools, mention this in your description and use only one description section, but name all schools monitored.  **Double click the icon below to access a fillable template you can upload into the CPR tool:** |
| 1.10 | ***Schoolwide Program***   * *Each Title I, Part A schoolwide building has a schoolwide plan that contains the four (4) component requirements and evidence the plan has been implemented. Sec 1114~~(1)~~; 34 CFR 200.25* * *Only allowable costs may be charged to program(s). ESEA Title I, Part A, Sec 1114*   *Resources:*  [*OSPI Schoolwide Template*](http://k12.wa.us/TitleI/TitleI/SchoolwideProgram/Default.aspx)  Bulletin 054-12 at <http://www.k12.wa.us/titlei/default.aspx>). | Building Level  *NOTE:* *Only provide evidence for the buildings selected for review (please see building selection guidance at the beginning of page 4).*  🞏 A. Copy of current, dated schoolwide planthat includes the required 4 components below:  (1) Needs Assessment  (2) Schoolwide Reform Strategies  (3) Activities to Ensure Mastery  (4) Coordination and Integration. This should include the matrix of programs integrated into the schoolwide plan. The matrix should include the programs, amounts of funding for each program, and intent and purpose of the funding.  🞏 B. Indicate in the comment box the process the LEA uses for charging expenditures in schoolwide programs.   * Based on Revenues * Pre-distribution of Labor * Sequence Charging * Other (please provide a description)   Required of: All Title I, Part A schools with Title I, Part A schoolwide programs.  Background Information: A Title I, Part A schoolwide program takes the form of a comprehensive reform strategy designed to improve all educational programming in a school. The primary goal is to ensure that all students, particularly those who are failing, or at risk of failing, meet and exceed the learning goals defined by state academic standards.  The Title I, Part A Schoolwide model consists of four components that provide a rigorous operational framework to improve teaching and learning. With funding for a schoolwide program, educators can integrate services and interventions designed to meet the needs of students who struggle with the basics.  See <http://k12.wa.us/TitleI/TitleI/SchoolwideProgram/Default.aspx> for more information and Schoolwide Plan template.  The four required components include:   1. Needs assessment 2. Schoolwide reform strategies 3. Activities to ensure mastery 4. Coordination and integration   **Resources:**  Download the Schoolwide Plan Template: [Title I, Part A Schoolwide Plan directions](http://k12.wa.us/TitleI/TitleI/SchoolwideProgram/pubdocs/SchoolwideTemplate.docx) | [Template Only](http://k12.wa.us/TitleI/TitleI/SchoolwideProgram/pubdocs/SchoolwideTemplateOnly.docx). **LEAs and School Required to use Indistart–New: Indistar has a SW template available in the resources section. Click in the template below for a copy.**    **See Appendix 6 for a sample format containing the required elements for combined funds in Title I, Part A schoolwide programs (Component 4).** |
| 1.11 | ***Schoolwide Program Evaluation***  *The schoolwide program is evaluated annually and revised as necessary. Sec 1114(b)(3); CFR 200.26(c)* | Building Level  *NOTE:* *Only provide evidence for the buildings selected for review (please see building selection guidance at the beginning of page 4).*  🞏 Copy of the most current, *annual* schoolwide evaluation that includes the elements below*:*   * Name of the Title I, Part A school. * Date of the most current Title I, Part A program evaluation. * Process to conduct the evaluation process (how and who is involved). * Review of strategies and best practices that impacted student achievement. * Evaluate data that supports the effectiveness of the program in increasing student achievement, particularly for students furthest from achieving state standards. * Probable changes to the program based on the evaluation.   Required of: All Title I, Part A schools with Title I, Part A schoolwide programs.  Background Information: LEAs are required to evaluate their Title I, Part A programs at least annually. The program evaluation must focus on how the school’s Title I, Part A program impacts student achievement. The evaluation should, at a minimum, include a description of the evaluation process, the strategies and best practices used to impact student achievement and the data results that support the positive impact the program has made on student achievement, particularly for struggling students.  Upload a Word document or if LEA is required to use Indistar, make sure to label a folder and include the following information:  A description of the evaluation process, the strategies and best practices used to impact student achievement and the data results that support the positive impact the program has made on student achievement, particularly for struggling students. |
| 1.12 | **Targeted Assistance Program and Identification of Students**   * *Each targeted assistance program meets the following criteria. Sec 1115 (b)(2)(A)-(G)* * *Each targeted assistance model shall identify eligible children for services through the rank order list. Sec 1112(b)(9); Sec 1115*   *Resources:*  [*OSPI Targeted Assistance Template*](http://k12.wa.us/TitleI/TargetedAssistance/default.aspx)*.* | Building Level  *NOTE:* *Only provide evidence for the buildings selected for review (please see building selection guidance at the beginning of page 4).*  🞏 A. Principal and/or staff provide written description of the targeted assistance program that includes the required 6 elements below*. If the school used the OSPI targeted assistance template or other plan, please upload a copy.*  *Required Components*  *(1) Comprehensive Needs Assessments*  *(2) Identification of Students*  *(3) Practices and Strategies*  *(4) Coordination and Transition*  *(5) Parent and Family Engagement*  *(6) Professional Development*  🞏 B. Current, dated rank-order student list (based on multiple, education-related objective criteria) for each targeted assistance building being monitored.  🞏 C. Evidence that the targeted assistance program has entrance and exit procedures.  Required of: All Title I, Part A schools with Title I, Part A targeted assistance programs.  Background Information: LEAs with Title I, Part A targeted assistance programs are required to coordinate with and support regular education program(s) in schools. Title I, Part A staff must be integrated with regular instructional staff in all activities, and targeted assistance programs must: (1) use effective instructional methods and strategies that strengthen the core academic program of the school; (2) use multiple, educationally related, objective criteria to identify children failing, or most at risk of failing, to meet the state's academic achievement standards (children in grades PreK–2 selected on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures); (3) give primary consideration to providing extended learning time for served students; and (4) provide an accelerated, high-quality curriculum.  The six components of a targeted assistance program include:   1. Needs Assessment 2. Identification of Students 3. Practices and Strategies 4. Coordination and Transition 5. Parent and Family Engagement 6. Professional Development   See <http://k12.wa.us/TitleI/TargetedAssistance/default.aspx> for more information and Targeted Plan template.  **Resources–**[Download the Title I, Part A Targeted Assistance Plan directions](http://www.k12.wa.us/TitleI/TargetedAssistance/TargetedTemplate.docx) | [Template Only](http://www.k12.wa.us/TitleI/TargetedAssistance/TargetedTemplateOnly.docx)**. LEAs and Schools Required to use Indistart–New: Indistar has a SW template available in the resources section. Click in the file below for a copy.** |

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| 1.13 | ***Targeted Assistance Program Evaluation***  *The targeted assistance program shall be reviewed on an ongoing basis. Sec 1115(b)(2)(G)(iii)* | Building Level  *NOTE:* *Only provide evidence for the buildings selected for review (please see building selection guidance at the beginning of page 4).*  🞏Copy of the most current targeted assistance program evaluation that includes the elements below.   * Name of the Title I, Part A school. * Date of the most current Title I, Part A program evaluation. * Process to conduct the evaluation process (how and who is involved). * Review of strategies and best practices that impacted student achievement. * Evaluate data that supports effectiveness of the program in increasing student achievement for students furthest from achieving state standards. * Probable changes to the program based on the evaluation.   Required of: All Title I, Part A schools with Title I, Part A targeted assistance programs.  Background Information: LEAs are required to evaluate their Title I, Part A programs at least annually. The program evaluation must focus on how the school’s Title I, Part A program impacts student achievement. The evaluation should, at a minimum, include a description of the evaluation process, the strategies and best practices used to impact student achievement and the data results that support the positive impact the program has made on student achievement, particularly for struggling students.  Upload a word document or if LEA is required to use Indistar, make sure to label a folder and include the following information:  A description of the evaluation process, the strategies and best practices used to impact student achievement and the data results that support the positive impact the program has made on student achievement, particularly for struggling students. |
| 1.14 | ***Title I, Part A Set-Asides***  *Charges to federal grants are charged and documented appropriately. 2 C.F.R. Part 200 Subpart E – Cost Principles. This requirement looks at 2016-17 expenditures, which were conducted under NCLB. For reference, both the NCLB and ESSA citations are provided as LEAs will be under ESSA for 2017-18 expenditures.*   * *Parent engagement (1%, if over $500,000 allocation).  NCLB Sec 1118(a)(3) ESSA Sec. 1116(a)(3);  34 CFR 200.65* * *Private schools (if applicable). NCLB: Sec 1120(c) ESSA: 1117(a)(4)* * *Neglected students.  NCLB & ESSA Sec: 1113  NCLB & ESSA Sec. 1115)* * *Homeless students. NCLB & ESSA: Sec 1113; Sec 1115* | **LEA and Building Level**  Detailed expenditure report (or “off the books” tracking, if applicable), separated by category/set-aside, for each of the following required set-asides. The report must show the budgeted amounts, as well as the total 2016–17 expenditures for each set-aside. In addition, include a document, or LEA chart of accounts, with account coding for Title I, Part A set-asides and locations.  🞏 A. Parent Engagement (1%, if allocation over $500,000).  🞏 B. Evidence that unspent 2016–17 LEA and/or building Parent Engagement set-aside (required for LEAs with an allocation of $500,000 or more) was carried forward and added to 2017–18 (current year) budget for Parent engagement.  🞏 C. Private schools (if applicable).  🞏 D. Neglected students (if applicable).  🞏 E. Homeless students (required for all LEAs).  Required of: All LEAs where applicable.  Background Information: Where applicable, LEAs are required to set-aside funds for certain groups of students with exceptional needs and/or for parent and family engagement. Determine the need and/or required amount for each set-aside. Then track those expenditures throughout the year. Ensure that your accounting records (budgeted amount and expenditures) align to the approved set-aide amounts in your Title I, Part A Application (FP 201).  See <http://k12.wa.us/TitleI/ProgramFunds.aspx#Activities> for more information.  **Double click the icon below to access examples of set-aside documentation.**  **Parent and Family Engagement, Private Schools, and Homeless Set Aside:** |
| 1.15 | ***Equitable Services with Private Schools Located Outside of LEA***  *The LEA has a process in place to ensure eligible private school students receive services even if the students attend a private school located in another LEA. Sec 1117*  *Resources:*  Equitable Services: What you need to know to participate in 2017-18 Presentation ([ppt](http://k12.wa.us/ESEA/ESSA/Training/EquitableServicesESSAPPT.pptx)/ [Webcast](https://youtu.be/Yl872sTqQpE)) | LEA Level  ⧠ A. Communication with other LEAs and/or private schools regarding out of LEA services, e.g. email, meeting agenda.   * Equitable services for eligible private school students attending a private school in another LEA. * Communication with other LEAs and/or private schools regarding students attending private schools in your LEA from other LEAs.   ⧠ B. Process used to identify and serve out of LEA private school students, e.g., interlocal agreements or contracts, if applicable.  Required of: All LEAs where applicable.  Background Information: Federal law allows federal education aid to be provided to children in need, regardless of whether they attend a public or private school. This does not apply to state funds. LEAs must communicate with private schools early to establish agreed upon services and identify eligible students. That communication and those agreements should be documented in EDS.  See <http://k12.wa.us/ESEA/PrivateSchools.aspx> for more information. |
| 1.16 | **95% Participation Rate Required Action**  *Under the OSPI transition plan, LEAs and schools in the following circumstances must update their plans:*  *1. The school and/or LEA did not meet the 95% student participation rate for state assessments administered during the 2016–17 school year.* | **LEA and Building Level**  🞏 A. *If applicable,* completed 95% Participation Rate Improvement Plan Summary for LEA and each school not meeting the 95% student participation rate for state assessments administered during the 2016–17 school year.   (The list of applicable schools and LEAs will be posted on the Title I, Part A website when available from the OSPI Assessment Office.)  🞏 B. N/A if marked by OSPI staff.  Required of: Schools that did not meet the 95 percent participation rate on state assessments administered during the 2016-17 school year.  Background Information: Washington State’s Title I, Part A grant was placed on high risk status by the U.S. Department of Education (ED) due to low participation rates on assessments. One of the conditions of Washington State’s Title I, Part A grant was that LEAs and schools would update their improvement plans if not meeting the 95 percent participation rate. OSPI also agreed to monitor LEAs on this during the CPR process.  Resources  [95% Participation Rate Improvement Plan Summary](http://www.k12.wa.us/ConsolidatedReview/pubdocs/95PercentParticipationRateSummary.docx) (Word) |
| 1.17 | **Supplement Not Supplant**  *Title I, Part A funds must be to supplement, and not supplant, the funds that would, in the absence of Title I funds, be made available from State and local sources.*  *The LEA must demonstrate that the methodology used to allocate State and local funds to each school ensures that schools receive all of the State and local funds it would otherwise receive if it were not receiving Title I funds.*  *Sec 1118(b)*  *Resources:*  *Title I, Part A & ESSA: A Fiscal Handbook (coming soon)* | **LEA Level**  🞏 A. Provide a written description of your methodology for distributing State and local funds to buildings. Additionally, include:   * How the district’s methodology ensures that State and local resources are not reduced based on Title I status. * How the district will ensure that the methodology for distribution will be followed going forward.   🞏 B. Upload documentation (i.e. spreadsheet, template, etc.) that demonstrates the district’s process for distributing State and local funds to buildings.  *Note: The date of implementation for ESSA’s SNS requirement was 12/10/2017.*  Required of: All LEAs.  Background Information: Under ESSA, LEAs must demonstrate that the methodology they use to allocate state and local funds to schools provides each Title I, Part A school with all of the state and local money it would receive if it did not participate in the Title I, Part A program. Under ESSA, LEAs have until December 10th, 2017 to develop and document their methodology.  Resources  [CCSSO Memo SEA Considerations for Title I, Part A's Revised SNS Compliance Test](http://k12.wa.us/TitleI/pubdocs/CCSSO-Memo-SEA-ConsiderationsT1SNS.pdf)  [CCSSO ESSA SNS Presentation](http://k12.wa.us/TitleI/pubdocs/CCSSO-ESSA-T1-SNS.pdf) |

Appendices

Sample and Resource Documents

**Appendix 1: Schoolwide Program Plan Funding Sources and Amounts**

|  |  |  |
| --- | --- | --- |
| **Schools Operating a Title I, Part A Schoolwide Program** | | |
| **School** | **Program** | **Amount Available** | |
| Washington Elementary | Basic Education | $1,519,026 | |
|  | Local Levy | $200,000 | |
|  | Title I, Part A | $269,477 | |
|  | Title II, Part A | $33,118 | |
|  | Title III | $17,855 | |
|  |  |  | |
| Jefferson Elementary | Basic Education | $700,000 | |
|  | Local Levy | 200,000 | |
|  | Title I, Part A | $200,000 | |
|  |  |  | |
| Lincoln Middle School | Basic Education | $1,200,000 | |
|  | Title I, Part A | $200,000 | |
|  | Title II, Part A | $3,500 | |
|  |  |  | |

**Appendix 2: Sample Notification to Parents – Title I, Part A–Right to Ask for Teacher’s and Paraeducator’s Qualifications**

**[Use LEA or School Letterhead]**

Date

Dear Parents,

In compliance with the requirements of the Every Student Succeeds Act (ESSA) the **[insert LEA or school name]** would like to inform you that you may request information about the professional qualifications of your student’s teacher(s) or instructional paraprofessional(s).

1. **The following information may be requested for teacher(s):**
2. Whether the teacher has met Washington teacher certification requirements for the grade level and subject areas in which the teacher provides instruction.
3. Whether the teacher is teaching under an emergency or other provisional status through which Washington qualifications or certification criteria have been waived.
4. The college major and any graduate certification or degree held by the teacher.
5. Whether the student is provided services by paraprofessionals, and if so, their qualifications.
6. **The following information may be requested for instructional paraprofessional(s):**

Paraprofessionals must work under the supervision of a certiﬁed teacher. In schools that operate a schoolwide program, all paraprofessionals must meet professional qualiﬁcations. In a Targeted Assistance program, any paraprofessional who is the direct supervision of a certificated teacher must meet the professional qualifications.

Paraeducators can provide a copy of their high school diploma — transcripts are not necessary. Schools that operate a Title I, Part A program must have a high school diploma or GED and completed the following:

1. Completed at least two years of study at an institution of higher education; or
2. Obtained an associate’s or higher degree; or
3. Pass the ETS ParaPro Assessment. The assessment measures skills, and content knowledge related to reading, writing and math;
4. Completed previously the apprenticeship requirements and must present a journeycard or certificate. The portfolio and apprenticeships are no longer offered for enrollment; however, the Office of Superintendent of Public Instruction (OSPI) will continue to honor this pathway.

If you wish to request information concerning your child’s teacher’s and instructional paraprofessional’s qualification, please contact [**Insert** **Principal or Principal’s Designee name]** at **[Insert phone number or other contact information].**

Sincerely,

Go to [Parent and Family Engagement Website](http://www.k12.wa.us/TitleI/ParentFamilyEngagement/TeacherQualificationsTemplates.aspx) to **get this letter in the top nine languages**

***Insert Signature***

[Insert Printed Name]

[Insert Title]

**Appendix 3: LEA and School Parent Engagement Components Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **LEA Parent/Family Engagement Policy** |  | **School Parent/Family Engagement Policy** |
|  | Each Title I, Part A served **LEA** must **establish the expectations and objectives** for meaningful parent and family engagement and describe how the LEA will:   1. Involve parents and family members in jointly LEA’s plan under section 1112, and the development of support and improvement plans under section 1111(d). Distribute to parents the parent and family engagement policy. |  | Each Title I, Part A served **school** in a LEA must:   * Involve parents in the development of the written parent and family engagement policy. * Distribute to parents the parent and family engagement policy. * Agree with parents to the changes or updates to the parent and family engagement policy.   Parents must be notified of the policy in an understandable and clear format and, if necessary, provided in a language the parents can understand. Such policy must be made available to the local community and updated periodically to meet the changing needs of parents and the school. |
|  | 1. Provide the coordination, technical assistance, and   other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance This may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education. |  | 1. Convene an annual meeting, at a convenient time, to which all parents of participating children must be invited and encouraged to attend to inform parents of their school’s participation in Title I, Part A, the requirements of the program, and the right of the parents to be involved. |
|  | 1. Coordinate and integrate parent and family engagement strategies under Title I, Part A with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs; |  | 1. Offer a flexible number of meetings, such as in the morning or in the evening. Funds may be used to provide transportation, childcare, or home visits, as the services relate to parent involvement. |
|  | 1. Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying –  * Barriers to greater participation by parents in activities authorized by this section (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 needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and * Strategies to support successful school and family interactions. |  | 1. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under the Title I, Part A Program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children; |
|  | 1. Use the findings of such evaluation to design evidence-based strategies for more effective parent and family engagement, and to revise, if necessary, the parent and family engagement policy. |  | 1. Provide parents of participating children: 2. Timely information about Title I, Part A programs. 3. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards;. 4. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and to respond to any such suggestions as soon as practicably possibly. |

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| --- | --- | --- | --- | --- |
|  | **LEA Parent/Family Engagement Policy** |  | | **School Parent/Family Engagement Policy** |
|  | 1. Involve parents in the activities of the schools served under Title I, Part A. This may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the LEA to adequately represent the needs of the population served by the LEA. The advisory board can help develop, revise, and review the parent and family engagement policy. |  | | 1. If the schoolwide plan is unsatisfactory to the parents of participating children, submit parent comments when the school makes the plan available to the LEA. |
| **TA** | **The following should be part of the implementation process and does not need to be included as a policy component.**  **LEAs with an allocation over $500,000** must carry out **at least one of the following** activities and strategies consistent with the LEAs parent and family engagement policy:   * Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies. * Supporting programs that reach parents and family members at home, in the community, and at school. * Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members. * Collaborating, or providing subgrants to schools to enable collaboration with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement. * Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency’s parent and family engagement policy.   For resources go to <http://www.k12.wa.us/TitleI/ParentFamilyEngagement/default.aspx> |  | | 1. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT   The School-Parent Compact must:   1. Describes the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and 2. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum: 3. Parent-teacher conference in elementary schools, at least annually, during which the compact must be discussed as it relates to the individual child’s achievement. 4. Frequent reports to parents on their children’s progress. 5. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; 6. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. |
| **TA**: Technical Assistance | | |  | **Building PFE Capacity for Parents and Staff – The school is required to:**   1. Assist parents in understanding the challenging State academic standards, how to monitor a child's progress, and work with educators. 2. Provide materials and training to help parents to work with their children, such as literacy training and using technology (including education about the harms of copyright piracy). 3. Provide professional development to teachers, specialized instructional personnel, and other staff on the value of parent and their communities to increase academic achievement. 4. Coordinate and integrate parent engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parent engagement. 5. Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. 6. Provide reasonable support for parent and family engagement activities that parents and families may request. | |

**Appendix 4: School Parent Engagement Policy Checklist**

**School Parent and Family Engagement Policy–Plan Checklist 2017–18 School Year**

*Also see Appendix 3 for LEA and School Side-by-Side Required Policy Components Checklist*

For each of the items below, mark whether the school has fully met the requirement or has not. Then provide a description of the activity and documentation available for the activity.

|  |  |  |  |
| --- | --- | --- | --- |
| **School:** |  |  |  |
| **LEA:** |  | **Date:** |  |

| **School Parent and Family Engagement** | **Yes** | **No** | **Description of Activity** | **Documentation** |
| --- | --- | --- | --- | --- |
| 1. Parents are **involved in:** | | | | |
| **Development** of School PFE Policy (including School Improvement Plans) |  |  |  |  |
| **Approval** of the School PFE Policy (including School Improvement Plans) |  |  |  |  |
| 2. School distributes to parents the School Level PFE Policy |  |  |  |  |
| 3. School informs parents about the requirements of the school PFE policy and improvement plan and the right of parents to be involved. |  |  |  |  |
| 4. School offers flexible number of meetings, such as in the morning or evening. |  |  |  |  |
| 5. School provides timely notification of options, rights, and information under Title I, Part A, Including: |  |  |  |  |
| 1. Curriculum explanation |  |  |  |  |
| 1. Academic assessments used to measure student progress |  |  |  |  |
| 1. Expected proficiency levels |  |  |  |  |
| 6. School has opportunities for parents to submit parent comments when the schoolwide plan or school improvement plan is unsatisfactory to the parents of participating children. |  |  |  |  |
| 7. If requested by parents, school has opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. |  |  |  |  |
| 8. School has regular communications with parents about their child’s educational progress. |  |  |  |  |
| 9. School holds an annual Title I, Part A parent meeting. |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **School Parent and Family Engagement** | **Yes** | **No** | **Description of Activity** | **Documentation** |
| **School-Parent Compact Requirements:** | | | | |
| 1. School develops and created a school-parent compact with the help of parents and staff. |  |  |  |  |
| 2. The compact must also address the importance of communication between teachers and parents on an on-going basis through, at a minimum: |  |  |  |  |
| 1. Parent-teacher conference in elementary schools, at least annually, during which the compact must be discussed as it relates to the individual child’s achievement. |  |  |  |  |
| 1. Frequent reports to parents on their children’s progress. |  |  |  |  |
| 1. Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities. |  |  |  |  |
| 1. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. |  |  |  |  |
| **Building PFE Capacity for Parents and Staff – The school is required to:** | | | | |
| 1. Assist parents in understanding the challenging State academic standards, how to monitor a child's progress, and work with educators. |  |  |  |  |
| 1. Provide materials and training to help parents to work with their children, such as literacy training and using technology (including education about the harms of copyright piracy). |  |  |  |  |
| 1. Provide professional development to teachers, specialized instructional personnel, and other staff on the value of parent and their communities to increase academic achievement. |  |  |  |  |
| 1. Coordinate and integrate parent engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parent engagement. |  |  |  |  |
| 1. Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. |  |  |  |  |

**Appendix 5: Title I, Part A School/Parent Compact Checklist**

The school believes that significant learning by a student is more likely to occur when there is an effective partnership between the school and the student’s parents/guardians (“parents”). Such a partnership means a mutual belief in and commitment to significant educational goals for a student, a plan for the means to accomplish those goals, cooperation on developing and implementing solutions to problems that may be encountered and continuing communication regarding the progress in accomplishing the goal(s).

Use this checklist as a tool to review your school’s Title I, Part A School/Parent Compact.

|  |  |  |
| --- | --- | --- |
| **Y** | **N** | **Compact Development and Implementation** |
|  |  | Parents participated in designing the compact. |
|  |  | Teachers and principals participated in designing the compact. |
|  |  | The purpose of the compact is clearly articulated so that teachers and parents both understand the intent. |
|  |  | Students understand the meaning of the compact. |
|  |  | The compact reflects administrative responsibility for creating a climate conductive to learning including high quality curriculum and balance assessments system. |
|  |  | The compact reflects teacher responsibility for creating a climate conductive to learning. |
|  |  | The compact reflects teacher responsibility for establishing meaningful two-way communication with parents. |
|  |  | The compact reflects parent responsibility for creating a home environment conductive of learning. |
|  |  | The compact reflects parent responsibility for being involved in their child’s learning. |
|  |  | The responsibilities outlined in the compact are developmentally and individually appropriate for both the child and parent. |
|  |  | The compact is reviewed with students and parents periodically throughout the year. |
|  |  | The effectiveness of the compact is evaluated on an annual basis and data is used to make revisions. |

School-Parent Compact Template coming soon!

**Appendix 6: Component 4–Sample Format Illustrating how to Combine Funds in a Title I, Part A Schoolwide Budget**

|  |  |  |
| --- | --- | --- |
| **Program** | **Amount Available** | **How the Intents and Purposes of the Program Will Be Met** |
| Basic Education and Local Levy | $1,719,026 | **Intents/Purposes**: To provide all students with instruction aligned to grade level specific state standards including intervention and enrichment services as needed. **Use of funds to support Intents/Purposes**: Basic education funds are combined to support the activities listed above, as well as the intents and purposes of the federal programs combined in this schoolwide plan. Examples include: classroom teachers, textbooks, and support materials, supplies, equipment, technology, staff development, substitutes, extended learning opportunities and parent engagement. |
| Title I, Part A | $269,477 | **Intents/Purposes:** To help students at the greatest risk of not meeting state standards (EALRs), particularly in reading and math, kindergarten through 12. Funds may also be used for preschool programs. **Use of funds to support Intents/Purposes:** Funds are combined to support a variety of areas including but not limited to: regular school day educational support programs, additional in-class assistance, small group pull out, when needed, to reinforce grade level specific state standards in reading, math, writing, and science; targeted professional development for instructional staff to raise their level of effectiveness as educators; parental engagement activities; transition activities; and supplemental materials. |
| Title II, Part A | $33,118 | **Intents/Purposes:** To increase the academic achievement of all students by helping schools and improve teacher and principal quality and to ensure that all teachers are highly qualified. **Use of funds to support Intents/Purposes:** Targeted professional development is provided to principals and teachers as needed to increase the academic achievement of all students and to ensure that all teachers are highly qualified. |
| Title III | $17,855 | **Intents/Purposes:** To ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.  **Use of funds to support Intents/Purposes:** Funds are used to implement language instruction education programs designed to help LEP students achieve these standards. |
| Learning Assistance Program (LAP) | 100,000 | To coordinate the use of state Learning Assistance Program (LAP) revenue as long as it can be shown services are provided only to students who have not met annual measurable objectives or are at-risk of not meeting state/local graduation requirements |
| Local Funds |  | Local levy revenue may be combined in schoolwide programs. |
| **Total** | **2,139,476** |  |