

Tool 2.1: A Comparison of No Child Left Behind (NCLB) and Public Law 0101 (P.L.0101) Parental Involvement Requirements

Description

This tool allows users to quickly compare state and federal statutes as well as communicate some of the key provisions of Title I, Part A.

Distribution

This tool can be distributed in print or electronically.

Suggestions for Use

This sample provides an example of a way to communicate the alignment of key provisions between state and federal law. Developers may also choose to add additional columns such as resources, contacts, descriptions of actions specific to the state, or other useful information.

SEA staff can distribute this type of document on their Web sites to provide information to the general public.

A school's parent liaison can use it to help explain both state and federal requirements.

LEA staff can include review of this tool as part of their in-service training before school starts to raise staff awareness of their role in supporting parental involvement provisions.

NCLB and PL 0101 In Brief

*Improving
Schools in Our
State—Terms
You Need to
Know:*

NCLB refers to the No Child Left Behind federal law that affects all public schools, and in some case private schools, in the United States.

P.L. 0101 is the state's education law that requires all schools to teach specific skills at each grade level.

AYP refers to Adequate Yearly Progress, the established annual baseline for schools. The baseline is raised each year.

Brief Description of NCLB Provisions	Brief Description of P.L. 0101 Provisions
Academic Goals (Standards)	
All schools must maintain a list of the academic goals for each grade level.	The state department of education develops and publicly shares education goals at every grade level (K–12) in consultation with a Committee of Practitioners for reading, writing, math, science, and social studies. The Committee of Practitioners must include school leaders and teachers and may include community leaders, higher education representatives, and parents.
Teacher Qualifications	
<ul style="list-style-type: none"> Each year local districts must offer to provide information to parents about the qualifications of the teachers and paraprofessionals who teach their child. If a child is taught for more than 4 weeks by a teacher who does not meet the standard for a highly qualified teacher, parents must be informed. 	<ul style="list-style-type: none"> The state department requires that all core teachers meet the standard for highly qualified teachers. The state department must work with higher education and other teacher preparation agencies to ensure that course work and practicums as required are available across the state. The state department of education also administers tests for all teaching and administrative professionals to

	<p>ensure that they are highly qualified.</p> <ul style="list-style-type: none"> ▪ The state provides a test for paraprofessionals who do not have at least two years of college in order to ensure they are highly qualified. ▪ The state department of education, local districts, and schools must provide information to parents on the process for determining if teachers and paraprofessionals are highly qualified. ▪ The local school district is required to inform parents by mail if a child is taught by an unqualified professional for more than 4 weeks.
Student Assessment (Testing)	
<p>Every school must</p> <ul style="list-style-type: none"> ▪ provide tests on a yearly basis to check for student knowledge and educational progress in order to determine proficiency in meeting state curriculum standards; ▪ administer the math and language arts/reading assessments in all grades 3–8 and at least once in grades 10–12 and science achievement tests at least once in grades 3–5, 6–9, and 10–12; and ▪ provide and publish performance results for the state department of education, local districts, and schools and provide results in categories (disaggregated) by economic background, race and ethnicity, English proficiency, and disability. Ninety-five percent of all students in each category must participate in the statewide testing program. 	<ul style="list-style-type: none"> ▪ Each year the state department of education administers tests to determine proficiency in meeting the state curriculum standards for grades 3–10 in math, language arts/ reading, and science. ▪ Each test must be aligned to curriculum standards created for each content area. ▪ Each school is issued a “report card” to provide information on how well the school is meeting the requirements of NCLB. ▪ The state department of education, local districts, and schools must provide an explanation of this process to parents.
Limited English Proficiency	
<p>Each local district must</p> <ul style="list-style-type: none"> ▪ assess the English proficiency of all students with limited English proficiency (LEP), ▪ assess LEP students’ progress in ways that fairly and accurately determine their knowledge. LEP students must take the language arts portion of the annual test in the English language if they have attended school in the United States for at least three consecutive years, and ▪ provide information to parents about the 	<ul style="list-style-type: none"> ▪ Each local district must provide information about its LEP program and parents rights in regard to LEP services. ▪ Local districts must assess potential LEP students during the first two weeks of school. Local districts must use a research-based instrument to test LEP students. Results from the test administration must be shared with parents of the child by phone conference, mail, or teacher–student–parent meeting. ▪ First year LEP students may participate in either the English/ language arts assessment or LEP English proficiency assessment.

programs that are available as well as their right to refuse services.	<ul style="list-style-type: none"> After three years of attending school in the United States, all LEP students must take the English version of the language arts portion of the test.
Accountability	
<ul style="list-style-type: none"> Student progress must be tracked by subject area and demographics (race/ethnicity, economic background, level of English proficiency and disabilities). Adequate Yearly Progress (AYP) applies to all public schools, not just Title I, Part A schools. The standard to meet AYP increases each year to ensure that all students are proficient by the 2013–2014 school year. Title I, Part A schools that do not make AYP for two consecutive years will be required to create an improvement plan. School improvement plans consider the current state of the school, where it needs to be, and steps it will take to get there. School Improvement plans must address achievement problem(s) that caused the school to be identified for School Improvement. Parents must be included in the planning process. 	<ul style="list-style-type: none"> The state department of education provides a report for the state as a whole and each local district and school in the state, as well as individual reports for students, that reflect student progress by subject area and demographics. State department of education, LEA, and school reports must be shared through the department of education Web site. The state’s continuous improvement cycle requires that all students demonstrate proficiency by the 2013–2014 school year. All schools in the state must develop improvement plans and designate a committee for each school improvement category. Each committee must develop a plan with specific goals for its specified category. Examples of school categories are attendance, instruction, evaluation, and school climate. The committee must include school leaders as well as community leaders or parents.
Free Tutoring and School Choice Options	
Title I, Part A schools in the second year of their improvement plan must provide School Choice, if the school continues to not meet AYP in the third year of School Improvement, the school must provide Supplemental Educational Services (SES), free tutoring. SES must be offered to the lowest achievers and economically disadvantaged students first.	<ul style="list-style-type: none"> Each local district must ensure that parents receive the appropriate information regarding School Choice and SES. The state department of education must provide a list of qualified SES providers to local districts, schools, and parents. The state department of education must provide evaluative information on the effectiveness of each approved SES agencies to the public.
Family Involvement in Education	
School districts and schools that receive Title I, Part A funds must implement parental involvement efforts. Activities, programs, and procedures must be planned with the “meaningful consultation” of parents.	<ul style="list-style-type: none"> Local districts and schools must develop programs that foster parental involvement. Local districts and schools must develop these programs in consultation with parents.

Tool 2.2: A Parental Involvement Checklist for District and School Administrators

Description

There are many requirements related to parental involvement across the Title I, Part A programs. This tool gives users an idea of the scope of the parental involvement provisions.

This tool is intended to be a quick reference guide to providing information regarding when and how to apply the requirements as well as the types of documentation the SEA will need for Title I, Part A monitoring. In the chart that follows, each requirement is detailed with a reference to public law, the specific title program, who is responsible for fulfilling the requirement, and when it should be completed.

Distribution

This tool can be distributed through school improvement conferences or meetings as well as through the Internet.

Suggestions for Use








































LEA and school staff can use this tool to self-monitor compliance with the provisions.

SEA staff can suggest that LEAs and schools use it to check off items as completed.






















LEA and school staff can use color-coding to highlight responsibilities or types of action to help staff understand their role in parental notification. Staff could also use this chart to help them determine the types of documentation they need for monitoring (i.e., copies of letters, brochures, meeting notes, or other documents).

Notification and Consultation Actions and Documentation

Notification		
The Title I, Part A provisions related to notification are intended to assist parents in making decisions on what is best for their child. The following chart provides the types of actions, timing, and information LEAs and schools are to take to fulfill the parental notification requirements.		
Topic	Form	By Whom/When
<p>Communicate in uniform language and format as well as in a language parents understand, whenever practicable</p> <p>All Programs: [Section 1111(b)(3)(C)(xii); 1111(h)(6)(C); 1118(e)(5); 3302(c), NCLB]</p>	<p>@ 📖 📞</p> <p> 📧 📧</p> <p> 📰 🏠</p> <p> 📧 🗣️</p>	LEA/ School: All notifications or correspondence throughout the year
<p>KEY: @ = e-mail/print or e-file documentation 📖 = student handbook/print or e-file documentation 📞 = telephone/documentation in a log 📧 = Web-based dissemination/e-file documentation 📧 = letter/print documentation 📰 = newspaper/print or e-file documentation 🏠 = meeting with parents/documentation by sign-in sheets, agendas, minutes, or products 📧 = newsletters or correspondence sent home with students/print or e-file documentation 🗣️ = parent conference/notes, correspondence, or log ^R = required form</p>		

Notification		
The Title I, Part A provisions related to notification are intended to assist parents in making decisions on what is best for their child. The following chart provides the types of actions, timing, and information LEAs are to take to fulfill the parental notification requirements.		
Topic	Form	By Whom/When
Notify parents of their right to know the qualifications of teachers and paraprofessionals Title I, Part A: [Section 1111(h)(6)(A)(i-iv), NCLB]	   	LEA: Annually, beginning of school year
Notify parents of their right to know if their child's teacher is not highly qualified Title I, Part A: [Section 1111(h)(6)(B)(ii), NCLB]		School: Soon after four weeks of the student being taught by non-highly qualified teacher have passed
Provide a progress review of the school's efforts to meet Adequate Yearly Progress (AYP) Title I, Part A: [Section 1116(a)(1)(C), NCLB]	  	LEA: Annually, beginning of school year
Provide annual report cards containing information on assessment, accountability, and teacher quality Title I, Part A: [Section 1111(h)(2)(A)(i), NCLB]	  	LEA: Annually
Provide parents with information on their child's academic progress Title I, Part A: [Section 1111(h)(6)(B)(i), NCLB; Section 1118(d)(2)(B), NCLB]	 	School: As soon as practicable
Provide frequent reports on student progress Title I, Part A: [Section 1118(d)(2)(B), NCLB]	  	LEA: Frequently during school year
Distribute written parental involvement policies Title I, Part A: [Section 1118(a)(2) and (b)(1), NCLB]	     	LEA/School: Annually
Distribute School-Parent Compact Title I, Part A: [Section 1118(d), NCLB]	     	School: Annually, beginning of the school year
Distribute the schoolwide plan for Title I campus Title I, Part A: [Section 1114(b)(2)(B)(iv), NCLB]	  	School: Annually
KEY: @ = e-mail/print or e-file documentation  = student handbook/print or e-file documentation  = telephone/documentation in a log  = Web-based dissemination/e-file documentation  = letter/print documentation  = newspaper/print or e-file documentation  = meeting with parents/documentation by sign-in sheets, agendas, minutes, or products  = newsletters or correspondence sent home with students/print or e-file documentation  = parent conference/notes, correspondence, or log ^R = required form		

Notification Continued		
Topic	Form	By Whom/When
Provide information to parents of homeless students on their rights Title I, Part A: [Section 722(g)(6)(A)(iv, vii), NCLB]		School: When a student registers
Provide parents with information about schools identified for School Improvement, Corrective Action, or Restructuring, including information on parent options and descriptions of the steps taken to address poor performance Title I, Part A: [Section 1116(b)(6)(A-F), (7)(E)(i-iii), and (8)(C)(i-ii), NCLB]	^R	LEA: By the uniform start date
Provide information about the parents' rights to access Supplemental Educational Services (SES) Title I, Part A: [Section 1116(e)(2)(A)(i-iii) and (B), NCLB]	^R	LEA: By the uniform start date
Provide information to the parents of students who have Limited English Proficient Students (LEP) about available programs, parent options, and program effectiveness Title I, Part A: [Section 1112(g)(1)(A)(i-viii), 1112(g)(1)(B), 1112(g)(3), and 1112(g)(4),] and Title III-A, NCLB: [3302(a)(1-8), 3302(b), 3302(e)(1)(A), and 3302(B)(i-iii)]		LEA: In regard to placement, not later than 30 days after beginning of school year or within first two weeks of the student being placed in language instruction program when the student was not identified prior to beginning of school year In regard to program effectiveness, within 30 days after failure occurs In regard to other information, regular meetings throughout the school year
Provide information about Safe and Drug Free School and Community (SDFSC) status for schools (including Persistently Dangerous Schools), programs and activities supporting SDFSC, and instances of violent crime in the school Title IV, Part A: [Section 4115(b)(1)(D)(i), 4114(d)(2)(C), 4115(b)(2)(D), 4116(b)] and Title IX-A, NCLB: [Section 9532(a)]	@	LEA: In regard to status, annually In regard to Persistently Dangerous, at least 14 days prior to the beginning of the school year and at the time of enrollment for new students In regard to programs and activities, ongoing In regard to violent crime, within 14 days of incident
KEY: @ = e-mail/print or e-file documentation = student handbook/print or e-file documentation = telephone/documentation in a log = Web-based dissemination/e-file documentation = letter/print documentation = newspaper/print or e-file documentation = meeting with parents/documentation by sign-in sheets, agendas, minutes, or products = newsletters or correspondence sent home with students/print or e-file documentation = parent conference/notes, correspondence, or log ^R = required form		

Consultation		
The Title I, Part A provisions require LEAs and schools to perform certain tasks in “meaningful” consultation with parents.		
Topic	Form	By Whom/When
Written Parental Involvement Policies Title I, Part A: [Section 1118(a)(2); 1118(b)(1); 1118(c)(3), NCLB]		LEA/School: Annually
Annual Evaluation of Parental Involvement Policy Title I, Part A: [Section 1118(a)(2)(E); 1118(c)(1), NCLB]		LEA/School: Annually (survey or evaluation)
Written School–Parent Compact Title I, Part A: [Section 1118(d), NCLB]		LEA/School: Annually (survey or evaluation)
Parent–Teacher Conferences (required at elementary schools) Title I, Part A: [Section 1118(a)(2)(E); 1118(c)(1), NCLB]	 ^R	School: Annually usually early in the year
Schoolwide Plan and Program Plans Title I, Part A: [Section 1114(b)(2) (A)(i); 1114(b)(2)(B)(ii); 1118(c)(3); 1306(a)(1)(B); 1306(b)(4); 3116(b)(5), NCLB]		School: Annually
Consolidated Application, Title I Programs Title I, Part A, Title II, Part A, Title IV, Part A, Title V, Part A: [Section 1112(d)(1); 2122(b); 4114(c)(1)(A) and (c)(2); 5133(b)(7), NCLB]		LEA: Meeting annually, when the Consolidated Application is being completed (may occur across program areas)
Reservation of Funds Title I, Part A: [Section 1118(a)(3)(B), NCLB]		School: Annually (survey)
School Improvement Plans (SIP) for schools designated as Needing Improving – Parental Involvement Title I, Part A: [Section 1116(b)(3)(A); 1116(c)(7)(A), NCLB]		School: Within 3 months of SIP identification
School Improvement Plans (SIP) for schools designated as Needing Improving – Community Leader Involvement Title I, Part A: [Section 1116)(b)(3)(B), NCLB]		LEA: Within 45 days of receipt of revised plan from campus
LEA Improvement Plan Title I, Part A: [Section 1116(c)(7)(A)(i–viii), NCLB]		LEA: Annually (survey or evaluation)
Parent Advisory Council (PAC) Title I, Part C: [Section 1304(c)(3), NCLB]		LEA: Annually (survey or evaluation)
Continued Consultation Title IV, Part A: [Section 4114(c)(1)(B); 4115(a)(1)(E), NCLB]		LEA: Annually (survey or evaluation)
Title I, Part A Meeting Title I, Part A: [Section 1118(c)(1) and (2); Section 1118(c)(4)(A–C), NCLB]	 ^R	School: Annually (survey or evaluation)
KEY: @ = e-mail/print or e-file documentation  = student handbook/print or e-file documentation  = telephone/documentation in a log  = Web-based dissemination/e-file documentation  = letter/print documentation  = newspaper/print or e-file documentation  = meeting with parents/documentation by sign-in sheets, agendas, minutes, or products  = newsletters or correspondence sent home with students/print or e-file documentation  = parent conference/notes, correspondence, or log ^R = required form		

Tool 2.3: Timeline for Title I, Part A Programs

Description

This tool provides an example of a timeline chart to help SEAs, LEAs, and schools track their events, actions, and notifications related to Title I, Part A. While there are numerous ways to set up a timeline chart and more events that can be added, this example demonstrates the value of providing a list of key items to help SEA, LEA, and school staff meet expectations.

Distribution

Developers of tools such as this one can distribute it through school improvement conferences or meetings, as well as through the Internet. SEAs and LEAs may want to share appropriate sections throughout the year to give all staff notice and reminders of due dates.

Suggestions for Use

SEAs, LEAs, and schools can keep this chart at hand when designing the school calendar and during the planning process for Title I, Part A programs. Sharing these dates with staff at all levels, as well as parents and the community as appropriate, will help to build support for the work.

NCLB Timeline Chart

All Public Schools	
July 1	Deadline —LEA Consolidated Application is due to state department of education.
August	Dissemination —SEA provides preliminary assessment and accountability reports to LEAs. Action —LEAs conduct review of AYP.
August–September	Dissemination —SEA provides state assessment and accountability information to all stakeholders: district, school, and public.
Early Fall	Dissemination —LEA prints individual student assessment results from online data system and disseminates individual student state assessment results to parents in a timely manner.
Fall	Action —LEA tests students for English Language Proficiency (ELP) as appropriate. Codes students identified as limited English proficient (LEP) in online data system.
September 30	Deadline —LEA submits Consolidated Application to SEA.
October	Planning —Coordination and transition team meets to evaluate last year's plan.
February	Assessment —LEA administers state alternative assessment to eligible students with disabilities and ELP test to all identified LEP students.
March–April	Assessment —Administer state assessment results to all students enrolled in grades 3–8.
Spring	Planning —Title I planning team designs LEA Consolidated Application and use of federal funds in conjunction with Consolidated Application Committee. Planning —Title I planning team consults with private schools officials, parents, community, staff, and all stakeholders to complete Consolidated Application. Action —Title I planning team conducts a comprehensive needs assessment of students, teachers, families, and community members and use results of this assessment and Title I program evaluation data to inform decisions regarding use of federal funds.

All Title I, Part A Schools	
Beginning of School Year	Action —LEA and schools provide copy of the district and school parental involvement policy and School–Parent Compact to all parents of Title I students. This includes all parents/students in a schoolwide program and parents of children in private schools receiving Title I services.
September 1	Notification —LEA and schools inform all parents of children attending a Title I school of their right to know the qualifications of their child’s teacher (“Parent’s Right to Know”).
September 1	Action —Principals of a Title I school attest (annually) that the school is in compliance with staff qualification requirements under Section 1119.
Fall or Spring	Action —LEA conducts an annual meeting. Action —With input from parents, LEA and schools review and revise the district and school parental involvement policies and School–Parent Compact, ensuring that each document contains the required elements.
Spring	Action —LEA and schools evaluate the effectiveness of the Title I program. LEAs and schools consult with parents regarding the design of the Title I program for the upcoming year as it will be reflected in the Consolidated Application.
May	Planning —LEA begins efforts to complete LEA Title I Report.
Spring	Planning —LEA and schools complete applicable Consolidated Application sections.
June 15	Deadline —LEA submits LEA Title I Report.
June 30	Deadline —LEA submits Consolidated Application sections.
Targeted Assistance	
Spring/Fall	Action —LEA and schools identify students eligible for Title I services (student needs assessment and ranking process).
Beginning of school year	Notification —LEA and schools send notification letter to parents advising them that their child has been identified for Title I services (notification letter, permission–to–serve form, denial–of–services form).
Throughout school year	Action —Title I teachers provide parents with regular progress reports (at least quarterly) and parent–teacher conferences with the Title I teacher.
Fall and ongoing	Action —LEA codes students receiving Title I services in online data system, including students receiving summer school in July, August, and June.
Spring	Planning —LEA and schools complete applicable Consolidated Application sections.
Fall	Planning —Schools may attend the schoolwide Title I conference if 40% or more of students qualify for Free and Reduced Lunch (FRL) Program and consider changing Title I services from targeted to schoolwide.
Schoolwide	
August 15	Notification —SEA sends an invitation of eligibility for schoolwide conference if 40% or more of the students qualify for FRL.
September–October	Action —SEA holds the schoolwide conference.
October	Notification —If pursuing schoolwide program, schools notify parents of eligibility and conduct meeting to gather input.
November–April	Planning —Schoolwide planning team develops schoolwide plan in consultation with School Support Team (SST) member.

Spring	Planning —LEA reviews current schoolwide programs and revises schoolwide plan.
Spring	Planning —LEA and school completes applicable Consolidated Application sections.
June 30	Deadline —LEA submits Consolidated Applications sections.
Title I School Improvement	
LEA Responsibility	
August	Dissemination —LEA shares SEA–provided information regarding AYP Status and conducts review of the determination. Activity —LEAs conduct review of AYP.
August	Activity —If warranted, LEA submits letter of challenge concerning the improvement status to SEA as per <u>appeals</u> process.
August	Notification —LEA informs stakeholders (school staff, students, parents, and the public) of School Improvement status.
August	Action —LEA attends state school improvement meeting sponsored by SEA.
August–September	Action —LEA provides for transportation needs of parents exercising School Choice provision. Action —LEA develops contracts with SES providers as per parent choice.
August–September	Action —LEA, if applicable, implements Corrective Action or Restructuring provisions.
September–October	Action —If providing SES, LEA develops student learning plans in conjunction with SES providers and parents.
Fall	Action —LEA audits schools in Level 4.
October 1	Deadline —LEA submits revisions to Consolidated Application, applicable school and district improvement sections
May–June	Deadline —LEA completes annual report for School Choice.
May–June	Deadline —LEA completes annual report for SES.
School–Level Improvement	
August	Notification —Schools inform parents of School Improvement status.
August	Notification —Schools inform parents about Choice and Supplemental Services provisions.
August	Notification —Schools inform parents about Corrective Action and Restructuring, if applicable.
September	Action —Schools conduct comprehensive data analysis.
September–December	Action —Schools develop school improvement (SI) plan with consultation with parents, community, staff, SST, and SEA.
November	Action —Schools participate in peer review of SI plans.
January 15	Action —Schools submit SI plan to LEA for approval after SST recommendation for approval. SEA approval to follow.
January–February	Deadline —Schools submit application for SI funds.
District–Level Improvement	
September	Action —LEA disseminates letter from SEA indicating district improvement (DI) status.
September	Action —LEA conducts comprehensive data analysis.
Fall	Action —LEA in Corrective Action receives audit.

September–December	Planning —LEA develops or revises existing DI plan community, staff, SST, and SEA.
November	Action —LEA participates in peer review of DI plans.
December	Planning —LEA sends DI plan to SST for input and recommendation for approval.
January 15	Deadline —LEA submits DI plan to SEA for approval.
Spring	Action —LEA in Corrective Action is notified of results of audit and selection of Corrective Action to be employed.
July 1	Action —LEA Corrective Action is implemented.