

LEA:	Review Dates:	Review Period:
LEA Contact:	LEA Contact Number:	
LDOE Team Leader:	Contact Number:	Reviewer(s):

TITLE I, PART A

SECTION I: Schoolwide Programs – Schoolwide programs are designed to upgrade existing educational programs in Title I schools to improve academic achievement for all students, particularly the lowest-achieving students. Schools whereby children from low-income families make up at least 40 percent of enrollment are eligible to use Title I funds for schoolwide programs.

Schoolwide Programs					
1. Schools develop schoolwide plans consistent with federal requirements. ESEA Sec. 1114(b)	Supporting Documentation	Yes	No	N/A	Comments
a. Evidence the plan addresses how the school will implement the schoolwide program	<ul style="list-style-type: none"> Copy of one school's schoolwide plan Evidence that the following elements are addressed <ol style="list-style-type: none"> comprehensive needs assessment; strategies for improvement <ul style="list-style-type: none"> provide opportunities for all children, including each subgroup, to meet the challenging State academic standards; increase the amount and quality of learning time; provide an enriched and accelerated curriculum necessary to provide a well-rounded education; and address the needs of all students in the school, particularly those at risk of not meeting the challenging State academic standards; activities that include student support services such as counseling and mentoring programs to improve students' skills outside of academics; activities to help students prepare for and make aware of opportunities for post-secondary education and the workforce (CTE, AP, IB, dual enrollment, etc.); implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services; plans for professional development activities that will improve instruction, drive decision-making and focus on retention and recruitment; plans to assist preschool children in the transition from early childhood; and coordination and integration of federal, state, and local services and programs. 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b. Evidence the plan addresses how the school will use Title I, Part A (and if relevant, other funding sources) to implement the schoolwide program		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c. If relevant, evidence the plan includes a list of programs that will be consolidated to support the schoolwide program (NOTE: schoolwide program schools are not required to consolidate funds)		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
d. Evidence the plan describes how the school will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to the parents of a child who participates in the academic assessments		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Schoolwide Programs					
1. Schools develop schoolwide plans consistent with federal requirements. ESEA Sec. 1114(b)	Supporting Documentation	Yes	No	N/A	Comments
e. Evidence the plan was developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan	<ul style="list-style-type: none"> Copies (2-3) of sign-in sheets and agendas indicating that the plan was developed involving parents and community members 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
f. Evidence the school reviews and revises the schoolwide plan based on student needs as necessary	<ul style="list-style-type: none"> Copies (2-3) of sign-in sheets and agendas indicating that the plan was reviewed and revised 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
g. Evidence the plan is made available to the LEA, parents, and the public in a language that the parents can understand	<ul style="list-style-type: none"> Documentation that the plan was made available to stakeholders (i.e., LEA, parents, community, public, etc.) in a language parents understand 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2. The LEA provides each schoolwide school the amount of state/local funds the school would receive if it did not participate in Title I. ESEA Sec. 1114(a)(2)(B)	Supporting Documentation	Yes	No	N/A	Comments
a. Explanation of LEA procedures for allocating state/local funds to schools demonstrating the process is Title I neutral (i.e. does not reduce allocations because a school receives Title I funds)	<ul style="list-style-type: none"> Copy of the LEA policy which describes in detail how funds are allocated to Title I and non-Title I schools in a neutral manner. A description of the methodology used to distribute funding at the district level to Title I and non-Title I schools 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b. Evidence that an LEA does not reduce allocations because a school received Title I funds	<ul style="list-style-type: none"> Written statement that LEA does not reduce a school's allocation because the school receives Title I funds 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Schoolwide Programs					
3. Costs charged to Title I (and any consolidated funds) are consistent with use of funds rules. ESEA Sec. 1114(a)	Supporting Documentation	Yes	No	N/A	Comments
a. Evidence costs are designed to upgrade the school's educational program consistent with the school's needs assessment and schoolwide plan	<ul style="list-style-type: none"> Copy (2-3) of documents such as receipts, purchase orders, etc. ensuring that Title I dollars were used appropriately Evidence that LEA expenditures align with the needs assessment and schoolwide plan 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

SECTION II: Targeted Assistance (TA) Programs – Title I schools with less than the 40 percent schoolwide threshold or that choose not to operate a schoolwide program may offer a “targeted assistance program” in which the school identifies students who are failing, or most at risk of failing, to meet the State’s challenging academic achievement standards. Targeted assistance schools design, in consultation with parents, teachers, pupil services personnel and other district staff, an instructional program to meet the needs of those students.

Targeted Assistance (TA) Programs					
4. Students served are eligible to participate in the Title I program. ESEA Sec. 1115(b)	Supporting Documentation	Yes	No	N/A	Comments
a. Evidence participating children: have been identified by the school as failing, or most at risk of failing to meet state performance standards on the basis of multiple, educationally related objective criteria established by the LEA and supplemented by the school, or participated in certain Pre-K programs, participated in the Migrant Education Program, are neglected and delinquent, or are homeless	<ul style="list-style-type: none"> Copy of method LEA used to identify students for services (multiple, educationally related, objective criteria) Documentation that populations such as Pre-K, migrant, neglected and delinquent, and homeless students participate in the TA programs 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5. Schools implement the components of a targeted assistance program. ESEA Sec. 1115(c)	Supporting Documentation	Yes	No	N/A	Comments
a. Evidence the school implements the components of a targeted assistance program	<ul style="list-style-type: none"> Copy of the school improvement plan which provides evidence that the LEA has addressed the components of the TA program 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6. Costs charged to Title I are consistent with use of funds rules. ESEA Sec. 1115(a)-(e)	Supporting Documentation	Yes	No	N/A	Comments
a. Evidence costs are supplemental, consistent with the purposes of Title I and target eligible students	<ul style="list-style-type: none"> Copies (2-3) of documents such as receipts, purchase orders, etc. ensuring that Title I dollars were used appropriately 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

SECTION III: Parent and Family Engagement – The participation of parents in regular, two-way, and meaningful communication involving students' academic learning and other school activities, including ensuring: that parents play an integral role in assisting their child's learning; that parents are encouraged to be actively involved in their child's education at school; that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

Parent and Family Engagement					
7. The LEA complies with parental notification requirements. ESSA Sec. 1111(h)(6); ESSA Sec. 1112(e)(1)(B)(ii)	Supporting Documentation	Yes	No	N/A	Comments
a. Evidence the LEA notifies parents of their right to request information about the qualifications of their child's classroom teachers / paraprofessionals	<ul style="list-style-type: none"> Copy of the LEA's official, dated and signed parents' Right-to-Know Letter 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b. Evidence the LEA notifies parents of a child has been taught for four or more consecutive weeks by a teacher who has not met applicable state certification or licensing requirements at the grade level or subject area	<ul style="list-style-type: none"> Copy of the LEA's official, dated, and signed notification letter sent to parents of a student whose teacher is not appropriately certified or licensed, after four or more consecutive weeks of instruction 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c. Evidence letters were sent within 30 days of the beginning of the school year (or within 2 weeks of English language identification, if student enrolls after the start of the school year)	<ul style="list-style-type: none"> Description of the process used to ensure letters are sent within 30 days of the beginning of school and/or within 2 weeks of identification 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
d. Evidence the LEA notifies parents of the level of achievement of their child in each of the state academic assessments	<ul style="list-style-type: none"> Copy of the LEA's official, dated, and signed notification letter sent to parents about the level of achievement of their child on state academic assessments 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8. The LEA develops and distributes the required parent and family engagement policy. ESSA Sec. 1116(a)(2)(A)-(F)	Supporting Documentation	Yes	No	N/A	Comments
a. Evidence the LEA parent and family engagement policy addresses all required components and the policy was developed jointly with, agreed upon with, and distributed to, parents and family members of participating children	<ul style="list-style-type: none"> Copy of LEA Parent and Family Engagement (PFE) Policy Agendas/sign-in sheets/meeting notes/powerpoint presentations ensuring that parents and family members were involved in the development of the LEA parent and family engagement policies 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Parent and Family Engagement					
8. The LEA develops and distributes the required parent and family engagement policy. ESSA Sec. 1116(a)(2)(A)-(F)	Supporting Documentation	Yes	No	N/A	Comments
b. Evidence the LEA provided coordination, technical assistance, and other support necessary to assist and build capacity in planning and implementing effective parent and family engagement activities to improve student achievement and school performance; and coordinate and integrate parent and family engagement strategies.	<ul style="list-style-type: none"> Agendas/sign-in sheets/meeting notes ensuring that parents and family members were involved in development of the LEA parent and family engagement policies 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c. Evidence the LEA conducts, with the meaningful engagement of parents and family members, an annual evaluation of the content and effectiveness of the LEA's Parent and Family Engagement Policy and its activities in improving the quality of all Title I meetings	<ul style="list-style-type: none"> Agendas/sign-in sheets/meeting notes ensuring that parents were involved in the annual evaluation of the content and effectiveness of the parent and family engagement policy and activities Agendas, sign-in sheets, meeting notes from Annual Title I meetings held by schools LEA level - Agendas, sign-in sheets, and notes of parent and family engagement activities Agendas/sign-in sheets/meeting notes ensuring that parents were involved in the design of evidence-based strategies of the parent and family engagement policy and activities Agendas/sign-in sheets/meeting notes from parent advisory board 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
9. Each Title I school in the LEA develops and distributes the required School Parent and Family Engagement Policy. ESSA Sec. 1116(b)&(c)(3)	Supporting Documentation	Yes	No	N/A	Comments
a. Evidence the school -parent and family engagement policy addresses all required components and the policy was developed jointly with, agreed upon with, and distributed to, parents and family members of participating children	<ul style="list-style-type: none"> Copy of school Parent and Family Engagement Policy with required components, signed by LEA and parent representatives Agendas/sign-in sheets/meeting notes ensuring that parents and family members were involved in the development of the school parent and family engagement policies 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b. Evidence parents were notified of the school -parent and family engagement policy in an understandable, uniform format and in a language they understand	<ul style="list-style-type: none"> Evidence to ensure that parents received copies of the parent and family engagement policy Copy of policy in different languages used by parents and family members at the school 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Parent and Family Engagement					
9. Each Title I school in the LEA develops and distributes the required School Parent and Family Engagement Policy. ESSA Sec. 1116(b)&(c)(3)	Supporting Documentation	Yes	No	N/A	Comments
<p>c. Evidence the school held an annual meeting (flexible number of meetings - more than one, at convenient times, to accommodate parents) to inform parents about the</p> <ul style="list-style-type: none"> • school's participation and the: Title I requirements, as well as, their right to be involved; • programs under Title I; • curriculum (description and explanation), • forms of academic assessment used to measure student progress, and achievement levels of the challenging State academic standards; and • opportunities for regular meetings to formulate suggestions and to participate in decisions relating to the education of their children, including the school wide plan and the school respond to any such suggestions. 	<ul style="list-style-type: none"> • Announcement flyers, letter, agendas, sign-in sheets, and/or meeting notes from Annual Title I meetings held by schools • Agendas, sign-in sheets, meeting notes, ensuring that parents were involved in the annual evaluation of the content and effectiveness of the parent and family engagement policy and activities • Agendas, sign-in sheets, and/or meeting notes of parent and family engagement activities – school level 	○	○	○	
<p>d. Evidence the school held an annual meeting to inform parents about the policy, Title I requirements, and their right to be involved</p>	<ul style="list-style-type: none"> • Copies (2-3) of agendas and sign-in sheets from annual Title I meetings held by the school • Copies (2-3) of agendas and sign-in sheets ensuring that parents were involved in the annual evaluation of the school's PI policy and activities 	○	○	○	

Parent and Family Engagement					
10. Each Title I school in the LEA develops, jointly with parents, a school-parent compact which outlines how parents, the entire school staff, and students will share the 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. ESSA 1116(d)	Supporting Documentation	Yes	No	N/A	Comments
a. Describe the school's responsibility to provide high quality curriculum and instruction and the ways in which each parent will be responsible for supporting their children's learning, volunteering in their child's classroom and participating in decisions relating to their children's education and positive use of extracurricular time	<ul style="list-style-type: none"> Copy of school-parent compact 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b. Describe how communication between teachers and parents takes place on an ongoing basis through, at a minimum -- <ul style="list-style-type: none"> parent-teacher conferences; frequent reports to parents on their children's progress; reasonable access to teachers, opportunities to volunteer and participate in their child's class and observation of classroom activities; and 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. 	<ul style="list-style-type: none"> Announcement flyers, newsletters, agendas, sign-in sheets, and/or meeting notes of parent and family engagement activities between teachers and parents at the school Evidence of standard reoccurring correspondence by providing one or more of the following: Samples of routine emails, letters or progress reports Dated newsletters for parents 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Parent and Family Engagement					
11. The LEA and Title I schools carry out capacity building activities to ensure effective involvement and partnerships among the school, parents, and the community to improve student academic achievement. ESSA Sec. 1116(e)&(f)	Supporting Documentation	Yes	No	N/A	Comments
a. Evidence of assistance that is provided to parents of students served in understanding the challenging State academic standards, State and local academic assessments, Title I requirements, and how to monitor a child's progress and work with educators to improve the achievement of their children.	<ul style="list-style-type: none"> Announcement flyers, newsletters, agendas, sign-in sheets, powerpoint, and/or meeting notes of parent and family engagement activities improving student academic achievement – LEA and school level Documents that reflect what training opportunities were provided to parents to improve their children's academic achievement 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b. Evidence materials and training was provided to help parents to work with their children to improve their children's achievement (eGrant)		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c. Evidence teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, implement and coordinate parent programs, and build ties between parents and the school.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
d. Evidence of coordination and integration of parent and family engagement programs and activities with other Federal, State and local programs, including public preschool programs.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Parent and Family Engagement					
12. The LEA involves parents in making decisions about the use of the Title I parent and family engagement set-aside. ESSA Sec. 1116(a)(3)(A)(B)(C)&(D)	Supporting Documentation	Yes	No	N/A	Comments
<p>a. Evidence the LEA involved parents in spending decisions for the parent and family engagement set-aside and used the reserved funds to carry out activities and strategies consistent with the LEA's Parent and Family Engagement Policy – including not less than one of the following:</p> <ul style="list-style-type: none"> • Support schools and nonprofit organizations in providing professional development regarding parent and family engagement strategies. • Support programs that reach parents and family members at home, in the community, and at school. • Disseminate information on best practices focused on parent and family engagement, especially for economically disadvantaged parents and family members • Collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement. • Engage in any other activities and strategies that the local educational agency determines are appropriate and consistent with LEA's Parent and Family Engagement. 	<ul style="list-style-type: none"> • Announcement flyers, newsletters, agendas, sign-in sheets, and/or meeting notes of parent and family involvement with the use of the funds set aside to support the LEA's Parent and Family Engagement Policy 	○	○	○	

SECTION IV: Services for English Learners (ELs) – The purpose of Title I, Part A is to help academically at-risk students attain the knowledge and skills to meet State academic achievement standards.

English Learners (ELs)					
13. LEA ensures that 1) EL students are identified in a timely, valid, and reliable manner; 2) provide EL students with a language assistance program that is educationally sound and proven successful; 3) provision of sufficient trained staff, curricular materials, and facilities to implement program; and 4) Ensure that EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities. (Equal Educational Opportunity Act of 1974; Lau vs. Nichols (1974); Title VI of the Civil Rights Act of 1964; ESSA Sec. 3113(b)(2))	Supporting Documentation	Yes	No	N/A	Comments
a. The LEA accurately qualifies and places eligible EL students in a Language Instruction Educational Program (LIEP) within 30 days using the statewide standardized entrance criteria and process. (Title VI of the Civil Rights Act of 1964; ESSA Section 3113(b)(2))	<ul style="list-style-type: none"> Copy of written procedures of EL identification, including how answers to identifying questions are obtained from every parent or guardian enrolling students in district (i.e. Home Language Survey). Agendas, sign-in sheets, meeting notes and/or power points of trainings conducted by the LEA on EL identification procedures with all staff responsible for the enrollment process; Signatures of staff indicating date and receipt of EL identification enrollment process. 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b. The LEA uses the state approved English language proficiency screener aligned to the State's English language proficiency standards and the State's academic content standards. (Title VI of the Civil Rights Act of 1964) The LEA has a language assistance program that uses approaches, methodologies, and curricular materials/ resources that are based on scientific research and proven effective with English Learners.	<ul style="list-style-type: none"> Sample (3-5 copies) of completed screener forms Provide the name of program(s) used with EL students. 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

English Learners (ELs)					
13. LEA ensures that 1) EL students are identified in a timely, valid, and reliable manner; 2) provide EL students with a language assistance program that is educationally sound and proven successful; 3) provision of sufficient trained staff, curricular materials, and facilities to implement program; and 4) Ensure that EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities. (Equal Educational Opportunity Act of 1974; Lau vs. Nichols (1974); Title VI of the Civil Rights Act of 1964; ESSA Sec. 3113(b)(2))	Supporting Documentation	Yes	No	N/A	Comments
<p>c. Beginning in the 2018-19 school year, this will also include teachers qualified and certified to teach EL students:</p> <p>LEAs must hire teachers qualified and certified to teach EL students, or support unqualified staff as they work towards obtaining the qualifications within a reasonable period of time. Title VI of the Civil Rights Act of 1964</p>	<ul style="list-style-type: none"> Bilingual or ESL endorsement or university transcripts for educators earning their EL endorsement, who are providing Language Instruction Educational Program (LIEP) services. Evidence that a certified EL Teacher oversees paraprofessionals' instruction. (e.g., meeting logs for co-planning time). 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<p>d. Describe how the LEA ensures that identified EL students, whose parents have exercised the option to decline to enroll their child in language instruction educational programs and services, are provided alternative programs and services to help them acquire English proficiency.</p>	<ul style="list-style-type: none"> Provide evidence of a system to track the number of identified EL students whose parents have declined the option for language instruction educational programs and services Provide evidence of a system to offer alternative programs and services to EL students whose parents decline to enroll them in acquiring English proficiency and meeting the same academic content standards that all students must meet Numbers and percentages of identified EL students whose parents have declined the option for language instruction educational programs and services as compared with total number of EL students Provide a description of the process to monitor the academic progress of identified EL student who are not enrolled in language instruction educational programs and services due to parental refusal 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

English Learners (ELs)					
13. LEA ensures that 1) EL students are identified in a timely, valid, and reliable manner; 2) provide EL students with a language assistance program that is educationally sound and proven successful; 3) provision of sufficient trained staff, curricular materials, and facilities to implement program; and 4) Ensure that EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities. (Equal Educational Opportunity Act of 1974; Lau vs. Nichols (1974); Title VI of the Civil Rights Act of 1964; ESSA Sec. 3113(b)(2))	Supporting Documentation	Yes	No	N/A	Comments
e. EL students are identified and qualified for special programs (Title I, Special Ed, Gifted and Talented) in a timely manner as compared with their English-only peers. EL staff are involved in the placement/programming for EL students participating in special programs. Title VI of the Civil Rights Act of 1964	<ul style="list-style-type: none"> Copies of flyers, newsletters or other means of notification and student recruitment for extracurricular programs in languages other than English; Documentation of joint planning among programs funded by local, state, and federal sources in providing services to EL students. List of EL students placed in and participating in coordinated services/activities. Including, but not limited to, Special Education, Gifted and Talented, Advanced Placement courses, Title-I services, Title I-C Migrant, extracurricular activities. Label EL students on class or activity rosters. 	○	○	○	

SECTION V: Services for Students Experiencing Homelessness – A child who is homeless and attending any school served by the LEA is eligible for services under Title I, Part A. The LEA shall reserve funds as are necessary to provide services comparable to those provided to children in schools funded under Title I, Part A in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. **NOTE: These services are legally required even if no students are identified as homeless.**

Students Experiencing Homelessness					
14. The LEA designates a liaison for homeless children and youths. ESEA Sec. 1112(a)(1); ESEA Sec. 1112(c)(1)(B); and ESEA Sec. 722(g)(5)(C) & (6)(A)(B)(C)	Supporting Documentation	Yes	No	N/A	Comments
a. Evidence the liaison carries out the duties listed in ESEA Sec. 722(g)(6)(A)	<ul style="list-style-type: none"> Copies of: <ul style="list-style-type: none"> » Log » Outline of weekly duties » Liaison's calendar » Most recent Quarterly Report 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b. Evidence the LEA informs school personnel, service providers, and advocates working with homeless families of the liaison's duties	<ul style="list-style-type: none"> Copies (2-3) of LEA's agendas and sign-in sheets from quarterly meetings held to inform school personnel of Liaison's duties 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c. Evidence the liaison coordinates and collaborates with the state coordinator, and community and school personnel responsible for the provision of education and related services to homeless children and youths	<ul style="list-style-type: none"> Copies (2-3) of Liaison's out-reach to school personnel (e.g. emails, phone logs, sign-in at schools, training Power Points, etc. Copies (2-3) of Liaison's documentation of collaboration with state coordinator (e.g. emails, phone logs, etc.) 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
15. The LEA reviews and revises any policies that may act as barriers to the enrollment of homeless children and youths. ESEA Sec. 1112(a)(1) and ESEA Sec. 722(g)(3)(C) & (7)	Supporting Documentation	Yes	No	N/A	Comments
a. Evidence of LEA policies ensuring students in homeless situations have the right to immediate school enrollment and participation	<ul style="list-style-type: none"> Copy of LEA enrollment policies, special Homeless policies adopted by local board Copies (2-3) of documents disseminated to schools in reference to enrollment of homeless students Copies (2-3) of minutes from school board meetings (e.g., local board-adopted Homeless Policy and associated rules) 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b. Evidence the district periodically reviews and/or revises policies and procedures which are barriers for homeless students, including policies on enrollment, transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship	<ul style="list-style-type: none"> Copies (2-3) of district meeting minutes, agendas, and sign-in sheets Copies of new/updated (revised) policies related to meeting the needs of homeless students (e.g. copies of old policies, new policies, revised policies) 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Students Experiencing Homelessness					
16. The LEA takes steps to identify school-age homeless children and youth and determine whether or not they are attending and succeeding in school. ESEA Sec. 722(g)(6)(i-iii); ESEA Sec. 1112(a)(1); ESEA Sec. 1112(b)(1)(A)-(C), (E); ESEA Sec. 722 (g)(3)(D); and ESEA Sec. 722 (g)(6)(A) & (7)(C)	Supporting Documentation	Yes	No	N/A	Comments
a. Evidence of ongoing identification and record keeping procedures for homeless students, such as: residency questionnaires, intake forms, spreadsheets, and database programs in use by LEA	<ul style="list-style-type: none"> Copies (2-3) of completed residency forms, intake forms, databases and spreadsheets used by LEA to track homeless students 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b. Evidence of communication to school personnel regarding the identification of homeless students, such as e-mails, agendas, memos, or other communications	<ul style="list-style-type: none"> Copies (2-3) of emails, correspondence, agendas and phone logs used to communicate with school personnel in reference to homeless students 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c. Forms or descriptions of procedures used to track academic progress and attendance of homeless students	<ul style="list-style-type: none"> Copy of the tracking form used to document academic progress and attendance of homeless students 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
17. The LEA disseminates public notice of educational rights of homeless children and youth in places where families and youth are likely to be present (e.g., schools, shelters, food banks), and in comprehensible formats (e.g., in primary language, geared for low literacy, or other community needs). ESEA Sec. 722(g)(6)(A)(v) and ESEA Sec. 1112(a)(1)	Supporting Documentation	Yes	No	N/A	Comments
a. Evidence of original posters, brochures, etc., for youths and families bearing local Liaison contact and other district-specific information	<ul style="list-style-type: none"> Copies (2-3) of posters, brochures, and notices in different languages posted in several locations (e.g., shelters, schools, food banks, libraries, etc.) 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b. Evidence of locations where materials are posted, events where they were made available, etc.	<ul style="list-style-type: none"> List of locations where the LEA has posted homeless information (e.g., shelters, schools, food banks, libraries, etc.) 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Students Experiencing Homelessness					
18. The LEA provides evidence of its procedure for the resolution of disagreements, including specific written procedures for homeless families and youths to appeal school placement decisions made by the LEA. ESEA Sec. 722(g)(3)(E)(iii) and ESEA Sec. 1112(a)(1)	Supporting Documentation	Yes	No	N/A	Comments
a. Evidence of written, district-specific Dispute Resolution Procedure and/or district-specific letter or form which provides for immediate enrollment of students during the dispute resolution process and explains the school placement determination and appeals process	<ul style="list-style-type: none"> Copy of the LEA's Dispute Resolution Policy/Procedure (required) Copy of district-specific letter or form which provides for immediate enrollment of students during the dispute resolution process and explains the school placement determination and appeals process 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b. Evidence the LEA investigates and resolves disputes promptly	<ul style="list-style-type: none"> Copies (2-3) of information from investigation of disputes Evidence that disputes are resolved promptly 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c. Evidence of district staff training on the dispute resolution procedure	<ul style="list-style-type: none"> Copies (2-3) of agendas, sign-sheets, Power Points etc. to ensure that school personnel and LEA staff were inserviced on the dispute resolution process 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
d. Evidence of survey results or records of inquiries and complaints made by community groups concerning barriers to enrollment	<ul style="list-style-type: none"> If applicable, copies (2-3) of inquiries and complaints made by community group(s) concerning barriers to enrollment 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
19. The LEA ensures transportation to the school of origin is provided upon request. ESEA Sec. 722(g) and ESEA Sec. 1112(a)(1)	Supporting Documentation	Yes	No	N/A	Comments
a. Evidence transportation is provided upon request	<ul style="list-style-type: none"> Copies (2-3) of documentation that transportation has been provided upon request 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Students in Foster Care					
20. The LEA designates a Point of Contact for Foster Care. ESSA Section 1112 (c)(5)(A)	Supporting Documentation	Yes	No	N/A	Comments
a. Evidence the Foster Care POC develops and coordinates local transportation procedures that children in foster care need in order to remain at best interest schools or school of origin and ensure students or transported promptly, in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675 (4)(A)), Section 1112c(5)(B)(i)	<ul style="list-style-type: none"> Copies (2-3) of approved transportation invoices for schools with foster care students on the routes Copy of local transportation procedures 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b. Evidence the Foster Care POC collaborate with the State and local child welfare agency to develop and implement clear written procedures for implementing ESSA provisions for foster care children	<ul style="list-style-type: none"> Copy of policy and procedure for implementing ESSA provisions for foster care 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

SECTION VI: Equitable Services and Comparability – [Charter Schools are Exempt from This Section.] – Use of Title I and Title VIII funds to provide academic enrichment services to eligible children enrolled in private schools and professional development services to teachers and private school officials. Benefits are equitable to those provided to eligible public school children, their teachers, and their families. These services must be developed in consultation with officials of the private schools. Comparability: An LEA may receive Title I, Part A funds only if it uses state and local funds to provide services in Title I schools that are at least comparable to services provided in schools that are not receiving Title I funds.

Equitable Services					
21. The LEA complies with the requirements for private school participation. ESEA Sec. 1120 and ESEA Title IX, Part E, Sec. 9501-9506, as amended by ESSA Act of 2015. Sec. 1117, Sec.8501 Sec. 4101, Sec. 4107, Sec. 4108, Sec.4109, Sec.3003	Supporting Documentation	Yes	No	N/A	Comments
a. Evidence the LEA engages in timely and meaningful consultation with appropriate private school officials during the design and development of such agency’s program. LEA and private school officials shall both have the goal of reaching an agreement on how to provide equitable and effective programs for eligible private school children. Results shall be transmitted to the ombudsman designated under section (a)(3)(B). For Title I, II, III and IV evidence must include Affirmation of Consultation and Agreement between the LEA and private school officials ESEA Sec. 1120(b)(4) and Sec.9501(b) and ESSA Sec. 1117(a)	<ul style="list-style-type: none">Copy of LEA’s letter of intent to participateCopy of letter informing eligible private schools of initial, timely, and meaningful consultationCopies (2-3) of the sign-in sheets, detailed agenda and handouts from the Initial, Timely, and Meaningful Consultation meeting.Documentation of on-going meaningful consultations. (Meaningful consultation documentation forms, emails, and faxes.)Copies (2-3) of written documentation of any disputes, inquires and /or complaints with the LEA and private school officials	○	○	○	
b. Evidence consultation includes the design and implementation of services, including how student and/or teacher needs will be assessed ESEA Sec. 1112(c)(1)(E), ESEA Sec. 1120(b)(1)-(4), ESEA Sec. 9501(a)(1) &(c)(1) and ESSA Sec.1117(a)	<ul style="list-style-type: none">Copy of the evidence used to select students, including the needs assessment data and any academic criteria used in the design and implementation of serviceEvidence of eligible private school children living in the LEA’s participating Title I attendance area/zone.Evidence of LEA’s professional development for teachers of eligible Title I students (Agendas, sign-in sheets, evaluations)	○	○	○	

Equitable Services					
21. The LEA complies with the requirements for private school participation. ESEA Sec. 1120 and ESEA Title IX, Part E, Sec. 9501-9506, as amended by ESSA Act of 2015. Sec. 1117, Sec.8501 Sec. 4101, Sec. 4107, Sec. 4108, Sec.4109, Sec.3003	Supporting Documentation	Yes	No	N/A	Comments
<p>c. Evidence participating students meet program eligibility requirements</p> <p>i. For Title I, students must reside in a participating public school attendance area and meet the multiple academic criteria established by the LEA in consultation with the school</p> <p>ii. For Title II, the equitable services requirement applies to the extent the LEA spends funds for professional development as determined through the formula in Sec. 9501(b)(3)(B)</p> <p>iii. For Title III, the equitable services requirement applies to the extent the LEA spends funds to provide educational services to English Learners (ELs), including immigrants, and their teachers or other educational personnel in private schools that are located in the geographic area served by the LEA. Title IX, Part E, Subpart 1, Sec. 9501(b)(1)(F)</p> <p>iv. For Title IV, Part A, the equitable services requirement applies to the extent the LEA spends funds to support safe and healthy students, to provide students with a well-rounded education, or to support the effective use of technology through the Student Support and Academic Enrichment Grant. ESEA Section 4106(e)(2)(B)</p> <p>v. For Title IV, Part B, the equitable services requirement applies to the extent the LEA or other public or private organization provides comparable opportunities for both public and private school students to participate.</p>	<ul style="list-style-type: none"> As applicable, documentation must be submitted for each of the Title programs listed under Indicator C. <ul style="list-style-type: none"> Copies (2-3) of minutes or detailed agenda and sign-in sheets from meetings with list of participants Copies (2-3) of phone records/e-mail communications Per Pupil Allocation (PPA) (LEA is not required to submit documentation. Monitoring staff will review in application in eGMS.) Copy of a document that describes the method of service Documentation to support that funds are being used to benefit identified children 	○	○	○	
d. Evidence providers of services are employees of the LEA or employees of a third-party contractor	<ul style="list-style-type: none"> Copies of teacher and paraprofessionals credentials for those who provide services to private school students 	○	○	○	
e. Evidence all teachers and/or paraprofessionals employed by the LEA who provide services to private school students meet ESEA qualification requirements	<ul style="list-style-type: none"> Copy of the process to select students, including the name of the assessment tool(s) 	○	○	○	
f. Evidence the LEA exercises continuing administrative control over funds and property that benefit students enrolled in private schools	<ul style="list-style-type: none"> Evidence indicating that LEA maintains control of funds and property (Copy of LEA procurement policy) Copies (2-3) of detailed third-party billing invoices 	○	○	○	

Equitable Services					
21. The LEA complies with the requirements for private school participation. ESEA Sec. 1120 and ESEA Title IX, Part E, Sec. 9501-9506, as amended by ESSA Act of 2015. Sec. 1117, Sec.8501 Sec. 4101, Sec. 4107, Sec. 4108, Sec.4109, Sec.3003	Supporting Documentation	Yes	No	N/A	Comments
g. Evidence the LEA regularly supervises the provision of services to private school students/teachers	<ul style="list-style-type: none"> Record of LEA's "monitoring" efforts (copies of calendar, logs, etc.) Evidence of on-site visits to ensure proper provision of services [Copies (2-3) report(s), including dates; consultation notes, etc.] 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
h. Evidence the LEA exercises proper oversight over invoices submitted by third party providers providing Title I services at private schools, if services are provided by a third-party contractor	<ul style="list-style-type: none"> Evidence of training and meeting with 3rd party contractors (Copy of approved contract, approved invoice, agendas, emails, and handouts) 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
i. Evidence funds are being used to benefit the participating students and/or teachers and not to benefit the private school (NOTE: services must be secular, neutral and non-ideological)	<ul style="list-style-type: none"> Copy of LEA's policy for ensuring that the private schools services are secular, neutral, and non-ideological 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
j. Evidence the LEA spends an equitable amount for private school services, taking into account the number and educational needs of the children to be served	<ul style="list-style-type: none"> Documentation Title I allocation was taken off the top of the total LEA funding, how it was calculated, and how it will be used to support the equitable services program 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
k. Evidence of procedures for private schools before exercising transferability (if applicable)	<ul style="list-style-type: none"> Documentation of LEA's consultation with private school when funds are transferred (2-3 copies of agendas and sign-in sheets) 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
l. Evidence the LEA evaluates private school services and makes modifications as necessary	<ul style="list-style-type: none"> Evidence of evaluation of equitable services program (Comparison of prior year to current year, budget analysis, data analysis, meeting agenda on modification of program, sign-in sheet, evaluation results) 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
m. Evidence of Complaints Procedures	<ul style="list-style-type: none"> Copy of complaint procedures the LEA uses to resolve private school complaints 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Comparability					
22. The LEA complies with comparability requirements if applicable. ESEA Sec. 1120(A)	Supporting Documentation	Yes	No	N/A	Comments
a. If Title I schools are not comparable, documentation showing adjustments to the allocation of resources the LEA made to ensure that Title I and non-Title I schools are comparable	<ul style="list-style-type: none"> Copy of the District-Wide Salary Schedule Copy of the LEA's Policy for Equivalence Updated Comparability documentation to support the most recent report 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

TITLE II, PART A

SECTION I: Supporting Effective Instruction – Use of a needs assessment to evaluate the strengths and weaknesses of the school’s teachers, with the expressed goal of determining how the school can best build on its strengths and improve areas of weaknesses by providing activities for educators in order to enhance the knowledge, skills, attitudes, and beliefs necessary to create high levels of learning for all students in the school.

Needs Assessment					
23. The LEA conducts an assessment of local needs for professional development and hiring. ESEA sections 2101(d)(3) and 2102(b)(3)	Supporting Documentation	Yes	No	N/A	Comments
a. Evidence of the needs assessment	<ul style="list-style-type: none"> Copy of the needs assessment Copies (2-3) of agendas and sign-in sheets from planning meetings with name(s) and title(s) of participants 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b. Evidence the needs assessment included the appropriate stakeholders		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c. Evidence the LEA uses the results of the needs assessment to design Title II activities		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Use of Funds					
24. The LEA uses Title II, Part A consistent with use of funds rules. ESEA Sec. 2123(a) UAR §200.404(a)	Supporting Documentation	Yes	No	N/A	Comments
a. Evidence the LEA targets activities to: <ul style="list-style-type: none"> Schools with the highest proportion of ineffective teachers, Schools with the largest average class size, or Comprehensive Support and/or Targeted Support schools 	<ul style="list-style-type: none"> List of professional development activities and financial records (if required) for Comprehensive Support/Targeted Support schools, which may include workshops, job-embedded professional development, coaching/mentoring, etc. 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b. Evidence Title II funded activities are consistent with local use of funds options under ESEA Sec. 2123	<ul style="list-style-type: none"> List of professional development activities and financial records (if required) for targeted schools with the highest proportion of ineffective teachers, which may include tuition reimbursement, PRAXIS reimbursement, recruitment stipends, etc. 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

CROSS-CUTTING COMPLIANCE AREAS

Time and Effort					
25. The LEA maintains appropriate time and effort records for staff supported with federal funds. 2CFR §200.430(i)(1-8)	Supporting Documentation	Yes	No	N/A	Comments
a. Evidence of internal controls for the overall system to ensure compliance with federal requirements for each federal program, as specified.	<ul style="list-style-type: none"> Copy of internal control policies and procedures for time and attendance accountability and payroll allocations, including how significant changes to employee work assignments are handled. 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b. Evidence of system generated/automated records for salary and benefit charges to the Title I, Part A or Title II, Part A Federal awards.	<ul style="list-style-type: none"> Copies (2-3) of employee job descriptions and payroll records that support and account for the distribution of Title I/Title II funded employee's salary/wages and benefits. Copies verifying payment of the above employees' salary and benefits and evidence of the # of hours each worked in the pay period. 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Inventory					
26. The LEA follows state and local laws, policies and procedures for using, managing and disposing of items purchased with federal funds. 2 C.F.R. Part 200 §200.313(b)	Supporting Documentation	Yes	No	N/A	Comments
a. Evidence the LEA has a system of internal controls in place to ensure supplies and equipment are managed and used appropriately	<ul style="list-style-type: none"> Copy of the LEA's policy for managing of supplies and equipment including purchasing and inventory control 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b. Evidence the LEA has an inventory management system in place for equipment	<ul style="list-style-type: none"> Inventory Records: Date of Purchase, Item, Cost, Location, Current Condition (list) Photocopy of equipment items marked/labeled (Title I-A; Title II-A; etc.) purchased in the year being monitored 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c. Evidence the LEA has a system of internal controls to manage supplies and equipment placed in private schools	<ul style="list-style-type: none"> If applicable, copy of LEA's policy for managing supplies and equipment at Non-Public schools 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Procurement					
27. The LEA follows state and local laws, policies and procedures for procuring goods and services with federal funds. 2 C.F.R. Part 200 §200.317 and R. S. 38:2212 (La. Public Bid Law)	Supporting Documentation	Yes	No	N/A	Comments
a. Evidence the LEA follows state and local procurement rules	<ul style="list-style-type: none"> Copy of the LEA's procurement policy 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Single Audit					
28. For LEAs spending more than \$750,000 in federal funds, the LEA completes a single audit of its federal programs. 2 C.F.R. Part 200 §200.501	Supporting Documentation	Yes	No	N/A	Comments
a. Evidence of most recent single audit report	• Copy of most recent Single Audit (if applicable)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b. Evidence that findings, if any, have been addressed	• Monitoring staff will verify internally of corrective actions taken for audit findings, as applicable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	