

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

TITLE I, PART A

SECTION I: Fiscal Tests - As a condition of receiving Title I, Part A funds LEAs must comply with three fiscal tests: (1) **maintenance of effort**, (2) **supplement, not supplant**, and (3) **comparability**. These tests are designed to ensure Part A funds add to, and do not replace, state and local education funding. *LDOE verifies MOE compliance through Fiscal Monitoring and Comparability through eGMS so the LDOE will request current information on supplement not supplant and follow-up information on Comparability.*

Fiscal Test: Supplement, Not Supplant					
1. The school system 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) & Supplement Not Supplant ESSA Sec. 1118]	Supporting Documentation	C	NC	N/A	Comments
a. Explanation of school system 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 school system policy which describes in detail how funds are allocated to Title I and non-Title I schools in a neutral manner. • A written description of the methodology used to distribute state and local funds to schools (Title I and non-Title I schools). Additionally, include: <ul style="list-style-type: none"> <input type="checkbox"/> How the school system's methodology ensures that state and local resources are not reduced based on Title I status? <input type="checkbox"/> How the school system will ensure the methodology for distribution will be followed in the future? <input type="checkbox"/> Description includes major components - staffing, teacher salary, teacher experience, supplies, weighted per pupil cost, etc. • Exclusions: <ol style="list-style-type: none"> 1. School System - 1 school per grade span 2. School System - All Title I Schools 3. Single-site school system (e.g., Charter) 				

Fiscal Test: Supplement, Not Supplant					
1. The school system 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) & Supplement Not Supplant ESSA Sec.1118	Supporting Documentation	C	NC	N/A	Comments
b. Evidence that a school system does not reduce allocations because a school received Title I funds	<ul style="list-style-type: none"> Budget/allocation information describing how state and local funds (or resources) are allocated to schools (for example, staffing ratios, per-pupil allocations, etc.) If there is a variation in the funds/resources provided to Title I versus non-Title I schools, describe what accounts for the difference 				

Fiscal Test: Comparability					
2. The school system complies with comparability requirements if applicable. ESEA Sec. 1120(A)	Supporting Documentation	C	NC	N/A	Comments
a. If Title I schools are not comparable, documentation showing adjustments to the allocation of resources the school system 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 school system's Policy for Equivalence Updated Comparability documentation to support the most recent report 				

Fiscal Test: Allowable Use of Funds					
3. Costs charged to Title I (and any consolidated funds) are consistent with use of funds rules. ESEA Sec. 1114(a)	Supporting Documentation	C	NC	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"> For each schoolwide plan submitted, provide 2-3 sample documents (such as receipts, purchase orders, etc.) to demonstrate Title I funds were used appropriately Evidence that school system expenditures align with the school-level needs assessment results and sample schoolwide plans 				

SECTION II: 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					
4. Schools develop schoolwide plans consistent with federal requirements. ESEA Sec. 1114(b) and ESEA Sec. 1112(e)(4)	Supporting Documentation	C	NC	N/A	Comments
a. Evidence the plan addresses how the school will implement the schoolwide program	<ul style="list-style-type: none"> • Copy(ies) of schoolwide plan(s) in accordance with the following: <ol style="list-style-type: none"> 1. <10 Title I schools; submit 5 schoolwide plans (SWPs); 2. 11-100 Title I schools; submit SWPs of a 10% sample size; 3. >100 Title I schools; submit SWPs of a 20% sample size; 4. Include elementary, middle, and high school plans, where applicable; and 5. Include CIR and/or UIR, where applicable. • Copy of completed Schoolwide Plan Verification Worksheet(s) for each school in the sample • Evidence that the following required elements are addressed <ol style="list-style-type: none"> 1. Comprehensive needs assessment; 2. Strategies for improvement: <ol style="list-style-type: none"> a. strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum; and " b. include interventions and strategies to increase achievement of all students, but particularly the needs of underperforming subgroups and those at risk of not meeting challenging State academic standards. [ESEA section 1114(b)(7)(A)(i-iii)]. 3. Student support services to address student well-being through activities such as counseling and mentoring programs to improve students' skills outside of academics; 4. Student Opportunities in preparation for and awareness of opportunities for post-secondary education and the workforce; 5. Multi-tiered Systems of Support to prevent and 				
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					
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)					

d. Evidence 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	<p>address behavior, including coordinated early intervening services;</p> <p>6. Plans for professional development activities that will improve instruction, drive decision making and focus on retention and recruitment; and</p> <p>7. Activities to provide effective Student Transition to assist students from preschool to kindergarten, elementary to middle school, and/or middle to high school.</p> <ul style="list-style-type: none"> • Evidence the school provided student assessment results and an interpretation of the results in a language that parents can understand. 				
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4. Schools develop schoolwide plans consistent with federal requirements. ESEA Sec. 1114(b) and ESEA Sec. 1112(e)(4)	Supporting Documentation	C	NC	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 notices on website, completed surveys, letters, sign-in sheets and agendas indicating that the plan was developed involving parents and community members 				
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 notices on website, completed surveys, letters, sign-in sheets and agendas indicating that the plan was reviewed and revised 				
g. Evidence the plan is made available to the school system, 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., school system, parents, community, public, etc.) For example, a link to the plan on the school's website. 				

SECTION III: 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					
5. Students served are eligible to participate in the Title I program. ESEA Sec. 1115(b)	Supporting Documentation	C	NC	N/A	Comments
<p>a. Evidence the school has identified participating children it will serve from the following groups:</p> <ul style="list-style-type: none"> Students who are failing, or most at risk of failing to meet state performance standards on the basis of multiple, educationally related, objective criteria established by the school system and supplemented by the school; Students who participated in certain Pre-K programs; Students who received Migrant Education services; Students in a neglected or delinquent program; and Students experiencing homelessness. 	<ul style="list-style-type: none"> Copy of method school system used to identify students for services (multiple, educationally related, objective criteria) A description of how the school ensures economically disadvantaged children, children with disabilities, migrant children, and English learners are considered eligible for services on the same basis as other students Documentation that populations such as Pre-K, migrant, neglected and delinquent, and homeless students participate in the TA programs A description of how schools determine which students from among the eligible students will participate in the Title I program 				

Targeted Assistance (TA) Programs					
6. Schools implement the elements of a targeted assistance program. [ESEA Sec. 1115(c)]	Supporting Documentation	C	NC	N/A	Comments
1. Evidence the school implements the elements of a targeted assistance program	<ul style="list-style-type: none"> • Copy of the school improvement or 'targeted assistance' plan which provides evidence that the school system has addressed the following elements: <ul style="list-style-type: none"> <input type="checkbox"/> Help participating students meet State academic standards, <input type="checkbox"/> Use methods and instructional strategies to strengthen the school program, » Coordinate with and support the regular education program, <input type="checkbox"/> Provide professional development to leaders and faculty who work with eligible children, <input type="checkbox"/> Implement strategies to increase the involvement of parents of eligible students, » If appropriate, coordinating with other federal, state and local programs, » Help to provide an accelerated, high-quality curriculum, <input type="checkbox"/> Minimize the removal of children from the regular classroom, and <input type="checkbox"/> Review eligible children's progress and revise the targeted assistance program as necessary. 				
7. Costs charged to Title I are consistent with the use of funds rules. [ESEA Sec. 1115(a)-(e)]	Supporting Documentation	C	NC	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 				

SECTION IV: 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					
8. The school / school system complies with parental notification requirements. ESSA Sec. 1111(h)(6); ESEA Sec. 1112 (e)(1)(A); ESEA Sec. 1112(e)(1)(B)(i); ESEA Sec. 1112(e)(1)(B)(ii)	Supporting Documentation	C	NC	N/A	Comments
a. Evidence the school / school system 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 school's / school system's official, dated and signed parents' Right-to-Know letter 				
b. Evidence the school / school system notifies parents, when requested, if 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 school's / school system'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 in a Title I-supported school 				
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 				
d. Evidence the school / school system 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 school's / school system's official, dated, and signed notification letter sent to parents about the level of achievement of their child on state academic assessments 				

Parent and Family Engagement					
9. The school system develops and distributes the required parent and family engagement policy. ESSA Sec. 1116(a)(2)(A)-(F) <i>*Not applicable to Charters</i>	Supporting Documentation	C	NC	N/A	Comments
a. Evidence the school system 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 system Parent and Family Engagement (PFE) Policy 				
b. Evidence the school system 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/powerpoint presentations ensuring that parents and family members were involved in the development of the school system parent and family engagement policies 				
c. Evidence the school system conducts, with the meaningful engagement of parents and family members, an annual evaluation of the content and effectiveness of the school system'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 • School system 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 parent and family engagement strategies and activities • Agendas/sign-in sheets/meeting notes from parent advisory board 				

Parent and Family Engagement					
10. Each Title I school in the school system develops and distributes the required School Parent and Family Engagement Policy. ESSA Sec. 1116(b)&(c)(3)	Supporting Documentation	C	NC	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"> Copies (2-3) of school Parent and Family Engagement Policy with required components, signed by school system 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 				
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 or made available through a link on the school's website 				
c. Evidence the school conducts, with the meaningful engagement of parents and family members, an annual evaluation of the content and effectiveness of the school'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 School 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 				

Parent and Family Engagement					
10. Each Title I school in the school system develops and distributes the required School Parent and Family Engagement Policy. ESSA Sec. 1116(b)&(c)(3)	Supporting Documentation	C	NC	N/A	Comments
<p>d. 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) • Evidence of parent involvement in the planning, review, and improvement of Title I programs [such as copies (2-3) of parent comments on schoolwide plans] 				

Parent and Family Engagement					
11. Each Title I school in the school system 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 Sec. 1116(d)	Supporting Documentation	C	NC	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"> Copies (2-3) of school-parent compact 				
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 (including those of English learners) engagement activities between teachers and parents at the school Evidence of standard reoccurring correspondence by providing one or more of the following: <ul style="list-style-type: none"> <input type="checkbox"/> Samples (2-3) of routine emails, letters or progress reports per school <input type="checkbox"/> Dated newsletters for parents 				

Parent and Family Engagement					
12. The school system 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	C	NC	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 (school system and school level) Documents that reflect what training opportunities were provided to parents to improve their children's academic achievement 				
b. Evidence materials and training was provided to help parents to work with their children to improve their children's achievement.					
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.					
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.					

Parent and Family Engagement					
13. The school system involves parents in making decisions about the use of the Title I parent and family engagement set-aside. ESSA Sec. 1116(a)(3)(A)-(D)	Supporting Documentation	C	NC	N/A	Comments
<p>*For LEAs that receive a total Title I allocation of \$500,000 or more:</p> <p>a. Evidence the school system 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 school system'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 school system'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 school system's Parent and Family Engagement Policy 				

SECTION V: Services for English Learners (EL) - School system have special obligations to English Learners (ELs) under Title I, Part A and Title III, Part A of the ESEA. Both Title I and Title III provide school systems with extra funding to supplement the services school systems must provide to ELs under federal civil rights laws, so this section also considers how school systems comply with federal civil rights obligations in order to verify Title I and Title III funds supplement those efforts.

English Learners (ELs)					
14. School system 1) ensures EL are identified in a timely, valid, and reliable manner; 2) provides EL with a language assistance program that is educationally sound and proven successful; 3) makes provision of sufficiently trained staff, curricular materials, and facilities to implement the program; and 4) ensures EL 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	C	NC	N/A	Comments
a. The school system accurately qualifies and places eligible EL in a Language Instruction Educational Program (LIEP) within 30 days of enrollment, or the start of school, 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 school system on EL identification procedures with all staff responsible for the enrollment process; • Signatures of staff indicating date and receipt of EL identification.(i.e., a copy of EL Accommodation Checklist) • Description of the procedure used to determine the need for accommodations and how they are monitored and verified 				
b. The school system 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 school system has an effective language instruction program (LIEP).	<ul style="list-style-type: none"> • Provide roster and scores of students who took the English Language Proficiency screener (ELPS) • Provide evidence the EL identification occurs within 30 days [Copies (4-5) actual parent notification letters or (3-4) ELPS score reports] 				

English Learners (EL)					
14. School system 1) ensures EL are identified in a timely, valid, and reliable manner; 2) provides EL with a language assistance program that is educationally sound and proven successful; 3) makes provision of sufficiently trained staff, curricular materials, and facilities to implement the program; and 4) ensures EL 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); ESEA Sec. 1112]	Supporting Documentation	C	NC	N/A	Comments
c. School systems must hire teachers qualified and certified to teach EL, 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)	<ul style="list-style-type: none"> • 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). • Provide the number of ESL-endorsed teachers • Provide a description of the plan to increase the number of ESL-endorsed teachers based on the EL population, if needed 				
d. Describe how the school system ensures that identified ELs, 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.	<ul style="list-style-type: none"> • Provide evidence of a system to track the number of identified ELs whose parents have declined the option for language instruction educational programs and services • Numbers and percentages of identified ELs whose parents have declined the option for language instruction educational programs and services as compared with total number of EL • Provide a description of how ELs who have opted out of supplemental services are being supported in their content classes (i.e., EL Accommodation Checklist) 				
e. ELs 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 ELs 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 • Provide a list of ELs identified and participating in special programs, including Special Education, Gifted and Talented, and extracurricular activities • Copy of relevant policies and procedures 				

SECTION VI: Services for Students Experiencing Homelessness - A child who is homeless and attending any school served by the school system is eligible for services under Title I, Part A. The school system 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					
15. The school system designates a liaison for homeless children and youths. [ESEA Sec. 1112(a)(1); ESEA Sec. 1112(c)(1)(B); ESEA Sec. 722(g)(5)(C) & 722(g)(6)(A-C)]	Supporting Documentation	C	NC	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 				
b. Evidence the school system 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 school system's agendas and sign-in sheets from meetings held to inform school personnel of Liaison's duties Copies (2-3) of Planning Worksheet 				
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 outreach to school personnel (e.g. emails, phone logs, sign-in at schools, training PowerPoints, etc.) Copies (2-3) of Liaison's documentation of collaboration with state coordinator (e.g. emails, phone logs, etc.) Copies (5-8) of professional development certificates 				
16. The school system reviews and revises any policies that may act as barriers to the enrollment of homeless children and youths. [ESEA Sec. 1112(a)(1); ESEA Sec. 722(g)(3)(C) & (7)(c)]	Supporting Documentation	C	NC	N/A	Comments
a. Evidence of school system policies ensuring students in homeless situations have the right to immediate school enrollment and participation	<ul style="list-style-type: none"> Copy of school system enrollment policies, special Homeless policies adopted by local board Copies (2-3) of agendas and minutes from school board meetings (e.g., local board-adopted Homeless Policy and associated rules) Copies (2-3) of documents disseminated to schools in reference to enrollment of homeless students (e.g., emails with attached policy, PowerPoint, enrollment procedures including Homeless students, etc.) 				

Students Experiencing Homelessness					
16. The school system reviews and revises any policies that may act as barriers to the enrollment of homeless children and youths. [ESEA Sec. 1112(a)(1); ESEA Sec. 722(g)(3)(C) & (7)(c)]	Supporting Documentation	C	NC	N/A	Comments
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 school system meeting minutes, agendas, and sign-in sheets Copy of new, updated, or revised policy related to meeting the needs of homeless students 				
17. The school system takes steps to identify school-aged homeless children and youths 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); ESEA Sec. 722 (g)(6)(A) & (7)(C)]	Supporting Documentation	C	NC	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 school system	<ul style="list-style-type: none"> Copies (2-3) of completed residency forms, intake forms, databases and spreadsheets used by school system to track homeless students 				
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 				
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 Description of how the school system makes placement decisions Procedures related to access to services 				

Students Experiencing Homelessness					
17. The school system takes steps to identify school-aged homeless children and youths 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); ESEA Sec. 722 (g)(6)(A) & (7)(C)]	Supporting Documentation	C	NC	N/A	Comments
d. Evidence the local liaison and schools made decisions of the homeless set-aside and used the reserved funds to carry out activities and strategies consistent with the school system's Homeless Policy. <ul style="list-style-type: none"> • Support academic progress • Support student attendance • Support immediate enrollment • Eliminate barriers, such as <ul style="list-style-type: none"> ➢ Transportation ➢ Paperwork from previous school 	<ul style="list-style-type: none"> • Copies (2-3) of invoices that support items related to the budget and the corresponding Homeless Policy provided in section 15 				
18. The school system disseminates public notice of educational rights of homeless children and youths in places where families and youths 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); ESEA Sec. 1112(a)(1)]	Supporting Documentation	C	NC	N/A	Comments
a. Evidence of original posters, brochures, etc., for youths and families bearing local liaison contact and other system-specific information	<ul style="list-style-type: none"> • Photos (4-5) of posters, brochures, and notices in different languages posted in several locations (e.g., shelters, schools, food banks, libraries, etc.) 				
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 school system has posted homeless information (e.g., shelters, schools, food banks, libraries, etc.) 				

Students Experiencing Homelessness					
19. The school system 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 school system. [ESEA Sec. 722(g)(3)(E)(iii); ESEA Sec. 1112(a)(1)]	Supporting Documentation	C	NC	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 school system's Dispute Resolution Policy/Procedure (required) Copy of system-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 				
b. Evidence of district staff training on the dispute resolution procedure	<ul style="list-style-type: none"> Copies (2-3) of agendas, sign-sheets, PowerPoints etc. to ensure that school personnel and school system staff were in-serviced on the dispute resolution process 				
c. 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 				
20. The school system ensures transportation to the school of origin is provided, upon request. [ESEA Sec. 722(g); ESEA Sec. 1112(a)(1)]	Supporting Documentation	C	NC	N/A	Comments
a. Evidence transportation is provided	<ul style="list-style-type: none"> Copy of relevant transportation policies Copies (2-3) of documentation that transportation has been provided upon request 				

SECTION VII: Students in Foster Care - School systems have special obligations to students in foster care under Title I, Part A of ESEA.

Students in Foster Care					
21. The school system designates a Point of Contact for Foster Care. [ESSA Sec. 1112 (c)(5)(A); ESEA Sec. 1111(g)(1)(E)]	Supporting Documentation	C	NC	N/A	Comments
a. Evidence the Foster Care POC collaborates with the State and local child welfare agency to develop and implement clear written procedures for implementing ESSA provisions for foster care children. [ESEA Sec. 1111(g)(1)(E)]	<ul style="list-style-type: none"> • Copy of policy and procedure for implementing ESSA provisions for foster care • POC's monthly work schedule demonstrating sufficient time to perform duties of Foster Care POC • Copies (2-3) of agendas/sign-in sheets/minutes of collaboration meetings with DCFS • Description of procedures for maintaining accurate and timely list of children in foster care in the school system 				
22. The school system has policies and practices to ensure that the enrolling school will immediately contact the school last attended by the child in foster care to obtain relevant academic and other records. [ESEA/ESSA Sec. 1111(g)(1)(E)]	Supporting Documentation	C	NC	N/A	Comments
a. Evidence of policies and practices to ensure that children in foster care will remain, if possible, in the school in which the child is enrolled at the time of placement. When remaining in such school is not in the best interest of the child, the school system will provide immediate and appropriate enrollment in a new school, with all of the educational records of the child provided to the new school.	<ul style="list-style-type: none"> • Written plans, procedures, or policies regarding best interest determination process • Copy of school system enrollment policy regarding immediate enrollment of children in foster care • Copies (2-3) of agenda and sign-in sheets from training of school and system staff regarding enrollment and transportation of children in foster care 				

SECTION VIII: Equitable Services - [Charter Schools are Exempt from this Section.] - Use of Title I, Part A (Basic Programs), Title I, Part C (Migrant Education), Title II, Part A (Supporting Effective Instruction), Title III, Part A (English Language Acquisition), Title IV, Part A (Student Support and Academic Enrichment), and Title IV, Part B (21st CCLC) to eligible children enrolled in nonpublic schools and professional development services to teachers and nonpublic school officials. These services must be developed in consultation with officials of the nonpublic schools.

Equitable Services (* Not applicable to Charters)					
23. The school system complies with the requirements for nonpublic school participation. [ESEA Sec. 1112(c)(1)(E), ESEA Sec. 1120(b)(1-4), ESEA Sec. 9501(a)(1) & (c)(1); ESSA Sec. 1117(a)]	Supporting Documentation	C	NC	N/A	Comments
a. Evidence the school system engages in timely and meaningful consultation with appropriate nonpublic school officials during the design and development of such agency's program. School system and nonpublic school officials shall both have the goal of reaching an agreement on how to provide equitable and effective programs for eligible nonpublic 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 school system and nonpublic school officials. [ESEA Sec. 1120(b)(4) and Sec.9501(b) and ESSA Sec. 1117(a)]	<ul style="list-style-type: none"> • Copy of school system's Letter of Intent to Participate • Copy of letter informing eligible nonpublic schools of initial, timely, and meaningful consultation • Copies (3-4) of the sign-in sheets, detailed agenda and handouts from the initial, timely, and meaningful consultation meeting • Documentation of on-going meaningful consultations. <ul style="list-style-type: none"> ➢ Copies of meaningful consultation documentation forms, emails, and faxes that indicate discussions / information regarding budgets, transfers, technical assistance, etc. • Documentation the district controls and administers funds, materials/supplies, and equipment in an equitable and timely manner. • Copies of consultation forms, emails, faxes regarding budget documentation, requisitions / purchase orders documenting the ordering / delivery of materials/supplies, equipment in an equitable and timely manner, etc. • Copy of carryover information 				
b. Evidence of 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); ESSA Sec.1117(a)]	<ul style="list-style-type: none"> • Copies of signed nonpublic Parent Approval letters for eligible students and family engagement compacts • Copies (3 - 4) of the sign-in sheets, detailed agenda and handouts for parent and family engagement activities for eligible nonpublic students and families • Copies of communication to parents regarding eligible nonpublic student's progress and student progress reports • Method or source of data used to determine the number of eligible nonpublic school students participating Title I attendance area / zone • Evidence of school system's professional development for teachers of eligible Title I students (agendas, sign-in sheets, requisitions / purchase orders, certificates of completion / attendance, evaluations) • Copies of each program design and end of the year program evaluation. 				

Equitable Services					
23. The school system complies with the requirements for nonpublic school participation. [ESEA Sec. 1112(c)(1)(E); ESEA Sec. 1120(b)(1)-(4); ESEA Sec. 9501(a)(1) & (c)(1); ESSA Sec. 1117(a); Sec. 8501; Sec. 4101; Sec. 4107; Sec. 4108; Sec. 4109; Sec. 3003]	Supporting Documentation	C	NC	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 school system in consultation with the school</p> <p>ii. For Title II, the equitable services requirement applies to the extent the school system 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 school system spends funds to provide educational services to English Learners (ELs), including immigrants, and their teachers or other educational personnel in nonpublic schools that are located in the geographic area served by the school system. 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 school system 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 school system or other public or nonpublic organization provides comparable opportunities for both public and nonpublic 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 (3-4) of minutes or detailed agenda and sign-in sheets from meetings with list of participants Copies (3-4) of phone records/e-mails communications Per Pupil Allocation (PPA) (school system is not required to submit documentation. Monitoring staff will review applications in eGMS.) Copy of a document that describes the method of service (i.e., needs assessment for Titles II and IV equitable services, Title II guidelines and travel policies, Title IV guidelines requiring evidence-based/best practices, etc.) Documentation to support that funds are being used to benefit identified children List of eligible students being served and schedule(s) of equitable services Copies of family income surveys, official free and reduced lunch reports, forms verifying students' addresses in attendance area, eligible student selection form / process inclusive of reading and math standardized test / assessment data, last year's report card, teacher ranking forms and rank order listing eligible students by greatest need and endanger of failing Copies (2-3) of approved third-party contracts and agreements 				
<p>d. Evidence providers of services are employees of the school system or a third-party contractor</p>	<ul style="list-style-type: none"> Copies (2-3) of teacher and paraprofessionals credentials (those who provide services to nonpublic school students) 				

Equitable Services					
23. The school system complies with the requirements for nonpublic school participation. [ESEA Sec. 1112(c)(1) (E); ESEA Sec. 1120(b)(1)-(4); ESEA Sec. 9501(a)(1) & (c)(1); ESSA Sec. 1117(a); Sec. 8501; Sec. 4101; Sec. 4107; Sec. 4108; Sec. 4109; Sec. 3003]	Supporting Documentation	C	NC	N/A	Comments
e. Evidence the school system exercises continuing administrative control over equitable services programs funds and property that benefit students enrolled in nonpublic school	<ul style="list-style-type: none"> Evidence indicating that school system maintains control of funds and property (Copy of school system procurement policy) Evidence administrative and indirect costs are discussed with transparency via consultation notes, e-mail, etc. Copies (4-5) of detailed third-party billing invoices 				
f. Evidence the school system regularly supervises the provision of services to nonpublic school students/ teachers	<ul style="list-style-type: none"> Record of school system's "monitoring" efforts [copies (2-3) of calendar, logs, inventory sheets/logs, etc.] Evidence of on-site visits to ensure proper provision of services [Copies (5-6) of reports, including dates; site visit observation forms/consultation notes, lesson plans, Title I teacher/classroom teacher/administrator communication, student work, student assessments, etc.] 				
g. Evidence funds are being used to benefit the participating students and/or teachers and not to benefit the nonpublic school (<i>NOTE: services must be secular, neutral and non-ideological</i>)	<ul style="list-style-type: none"> Copy of school system's policy for ensuring that the nonpublic schools services are secular, neutral, and non-ideological. Copies (2-3) of observation and site visit forms to document school system is providing nonpublic Title I services in a designated room or area for school system Title I teachers and eligible nonpublic students receiving tutorial services. 				
h. Evidence of procedures for nonpublic schools before exercising transferability, if applicable.	<ul style="list-style-type: none"> Documentation of school system's consultation with nonpublic school when funds are transferred (<u>all</u> copies of agendas and sign-in sheets per transfer) 				
i. Evidence the school system evaluates nonpublic school services and makes modifications as necessary	<ul style="list-style-type: none"> Copies (2-3) of evaluation of equitable services program (comparison of prior year to current year, budget analysis, data analysis, needs assessment modifications, etc.) Copies (2-3) of meeting agenda on modification of program, sign-in sheets, program evaluation results, etc. 				
j. Evidence of Complaint Procedures	<ul style="list-style-type: none"> Copy of complaint procedures/technical assistance the school system uses to resolve nonpublic school complaints 				

TITLE II, PART A

SECTION I: Supporting Effective Instruction - The Title II, Part A program is designed, among other things, to provide students from low-income families and minority students with greater access to effective educators. It is critical that school systems consider how to best use Title II, Part A funds to ensure equity of educational opportunity.

Local Application					
24. To be eligible to receive a subgrant under this section, the school system shall include a description of activities, the systems of professional growth and improvement, prioritization of funds for improvement activities, and the use of data and consultation. [ESEA section 2102(b)(1)]	Supporting Documentation	C	NC	N/A	Comments
a. Evidence of a Professional Development plan.	<ul style="list-style-type: none"> Copy of Professional Development plan that includes activities that are aligned to the state standards 				
b. Evidence the school system has a system of professional growth and improvement.	<ul style="list-style-type: none"> Description of the systems of professional growth and improvement such as induction for teachers, principals, school leaders, capacity building, and leadership opportunities 				
c. Evidence the school system uses data and stakeholder feedback to improve Title II activities.	<ul style="list-style-type: none"> Types of data used to improve Title II activities Description of how data is used to improve Title II activities Description of ongoing consultation to continually update and improve activities supported with Title II funds. 				

Stakeholder Engagement and Consultation					
25. A local educational agency must meaningfully consult with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, locally-authorized charter school leaders, parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title II ESEA sections 2102(b)(3).	Supporting Documentation	C	NC	N/A	Comments
a. Evidence the Title II planning efforts included a variety of stakeholders	<ul style="list-style-type: none"> Copies of agendas and sign-in sheets Description of how the school system uses stakeholder feedback to design professional development and recruitment/retention activities Description of how the school system uses stakeholder feedback to decide which activities to fund with Title II. 				

Use of Funds					
26. The school system uses Title II, Part A consistent with use of funds rules. [ESEA Sec. 2103(a); UAR §200.404(a)]	Supporting Documentation	C	NC	N/A	Comments
a. Evidence Title II funded activities are consistent with local use of funds options to develop, implement, and evaluate comprehensive programs and activities.	<ul style="list-style-type: none"> List of professional development activities and financial records (invoices, purchase orders, receipts, etc.) which may include contracts, workshops, job-embedded professional development, coaching/mentoring, etc. 				
b. Evidence the school system prioritizes funds and activities to: <ol style="list-style-type: none"> Schools with the highest proportion of ineffective teachers, Schools with the largest average class size, or Comprehensive Intervention Required and / or Urgent Intervention Required schools 	<ul style="list-style-type: none"> List of professional development activities and financial records (if required) for targeted schools in the categories listed which may include tuition reimbursement, PRAXIS reimbursement, recruitment stipends, etc. <ul style="list-style-type: none"> List of identified schools targeted Copies (2-3) of invoices, purchase orders, receipts, etc 				
27. The types of programs and activities shall be in accordance with the purpose of Title II, Part A. ESEA Sec. 2103(b)	Supporting Documentation	C	NC	N/A	Comments
a. Evidence Title II funded activities address the learning needs of at-risk students, including students with disabilities, English learners, and gifted and talented students.	<ul style="list-style-type: none"> List of professional development activities and financial records (invoices, purchase orders, receipts, etc.) which may include contracts, workshops, job-embedded professional development, coaching/mentoring, etc. 				

CROSS-CUTTING COMPLIANCE AREAS

Single Audit					
28. For LEAs spending more than \$750,000 in federal funds, the school system completes a single audit of its federal programs. 2 C.F.R. Part 200 §200.501	Supporting Documentation	C	NC	N/A	Comments
a. Evidence of most recent single audit report	<ul style="list-style-type: none"> Copy of most recent Single Audit (if applicable) <p>Note: Monitoring staff will verify internally of corrective actions taken for audit findings, as applicable</p>				
b. Evidence that findings, if any, have been addressed					