

**Oklahoma State Department of Education**

**Office of Federal Programs**

**Consolidated Federal Programs  
Self-Monitoring Tool**

# I. FEDERAL PROGRAMS SELF-MONITORING TOOL

	Y	N	N/A	Possible Indicators/Comments
<b>A. No Child Left Behind (NCLB) - General Cross Cutting Provisions</b>				
<b>Note: This section applies to all federal fund sources.</b>				
1. Does the district have an approved Consolidated Federal Application on file with the Oklahoma State Department of Education (SDE), including applicable assurances? <i>Section 1112(b)(c)</i>				<ul style="list-style-type: none"> <li>• Approved District Consolidated Application for Federal Funds</li> <li>• Signed assurances</li> </ul>
2. Is there evidence that the district focuses federal funds on programs, services, and materials to ensure that all students, particularly those who are among the following subgroups – economically disadvantaged, major racial/ethnic groups, limited-English proficient, migrant, students with disabilities – reach proficient and advanced levels on state assessments? <i>Section 1111</i>				<ul style="list-style-type: none"> <li>• District Consolidated Application</li> <li>• District and school site approved plans</li> </ul>
3. Is there evidence that the district coordinates federal funds with state and local funds? <i>Section 1120B</i>				<ul style="list-style-type: none"> <li>• District Consolidated Application</li> <li>• District and school site approved plans</li> <li>• Agendas, minutes, sign-in sheets</li> </ul>
4. Is there evidence that the district provides support for each of its schools that receive and/or benefit from federal funds, including those that are identified as a school in need of improvement? <i>Section 1112 &amp; 1116</i>				<ul style="list-style-type: none"> <li>• Written communication and dated documentation</li> <li>• Agenda, minutes, and sign-in sheets</li> </ul>
5. Is scientifically based research considered in selecting programs, services, and materials? <i>Section 1112(c)(1)(F) &amp; Section 1112(c)(1)(O)</i>				<ul style="list-style-type: none"> <li>• Agenda, minutes, and sign-in sheets</li> </ul>
6. Is time and effort documentation provided, if applicable? <i>Office of Management and Budget (OMB) Circular A-87</i> <i>NOTE: Time and effort documentation is required for all personnel that are paid in whole or in part with federal funds.</i>				<ul style="list-style-type: none"> <li>• Approved time and effort documents for each individual paid in whole or part with federal funds</li> </ul>
7. Are federal guidelines related to equipment purchases and inventory followed? <i>Code of Federal Regulations (CFR) Title 34, Volume 1, Part 80.32</i>				<ul style="list-style-type: none"> <li>• District policies and procedures</li> <li>• District inventory list of equipment</li> <li>• Lease agreements for equipment and real property</li> </ul>

	Y	N	N/A	Possible Indicators/Comments
<b>B. Title I, Part A – Improving Basic Programs Operated by Districts</b>				
1. Is there evidence of consultation with the Title I district <b>committee</b> before making school allocations?				<ul style="list-style-type: none"> <li>• Agendas, minutes, sign-in sheets</li> <li>• Written communication and dated documentation</li> </ul>
2. Does the district ensure that all federal funds received are only used to <b>supplement</b> the funds that would, in the absence of such federal funds, be made available from nonfederal sources, and not to <b>supplant</b> such funds? <i>Section 1120A(b)(1)</i>				<ul style="list-style-type: none"> <li>• District Consolidated Application</li> <li>• Expenditure Reports (year to date)</li> </ul>
3. Does the district Title I Plan include the following components:				
a) A description of high-quality student academic assessments, if any, that are in addition to the academic assessments described in the state plan under Section 1111(b)(3)? <i>Section 1112(b)(1)(A)(i-iv)</i>				<ul style="list-style-type: none"> <li>• District Title I Plan</li> </ul>
b) A description of any other indicators that will be used in addition to the academic indicators described in Section 1111? <i>Section 1112(b)(B)</i>				<ul style="list-style-type: none"> <li>• District Title I Plan</li> </ul>
c) A description of how the district will provide additional educational assistance to individual students identified as needing help in meeting the state student academic achievement standards? <i>Section 1112(b)(C)</i>				<ul style="list-style-type: none"> <li>• District Title I Plan</li> </ul>
d) A description of the strategies the district will use to coordinate programs with Title II to provide professional development for teachers and principals, pupil services personnel, administrators, parents and other staff, in accordance with Section 1118 and 1119? <i>Section 1112(b)(1)(D)</i>				<ul style="list-style-type: none"> <li>• District Title I Plan</li> </ul>
e) A description of how the district will coordinate and integrate services provided with other educational services at the district or individual school level, including description of the inclusion of other programs such as: Even Start, Head Start, Reading First, and other preschool programs, including plans for the transition of participants in such programs? Services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian children served under Part A of Title VII, homeless children, and immigrant children. <i>Section 1112(b)(E)</i>				<ul style="list-style-type: none"> <li>• District Title I Plan</li> </ul>
f) A description of how teachers, in consultation with parents, administrators, and pupil services personnel, in targeted assistance schools under Section 1115, will identify the eligible children most in need of services? <i>Section 1112(b)(1)(H)</i>				<ul style="list-style-type: none"> <li>• District Title I Plan</li> </ul>
g) A general description of the programs to be conducted by schools sites under Section 1114 and 1115 and where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs? <i>Section 1112(b)(1)(I)</i>				<ul style="list-style-type: none"> <li>• District Title I Plan</li> </ul>
h) A description of how the district will ensure that migratory children and formerly migratory children, who are eligible to receive services, are selected on the same basis as other children? <i>Section 1112(b)(1)(J)</i>				<ul style="list-style-type: none"> <li>• District Title I Plan</li> </ul>

i) A description of how the district will use Title I funds to support preschool programs for children, particularly in Early Reading First, Head Start, or Even Start programs, if appropriate? <b>Section 1112(b)(1)(K)</b>				<ul style="list-style-type: none"> <li>• District Title I Plan</li> </ul>
j) A description of the actions the district will take to assist its low-achieving schools identified under Section 1116 as in need of improvement? <b>Section 1112(b)(1)(L)</b>				<ul style="list-style-type: none"> <li>• District Title I Plan</li> </ul>
k) A description of the actions the district will take to implement public school choice and supplemental educational services, consistent with the requirements of Section 1116, if appropriate? <b>Section 1112(b)(1)(M)</b>				<ul style="list-style-type: none"> <li>• District Title I Plan</li> </ul>
l) A description of how the district will meet the requirements for highly qualified teachers and paraprofessionals in accordance with Section 1119? <b>Section 1112(b)(1)(N)</b>				<ul style="list-style-type: none"> <li>• District Title I Plan</li> </ul>
m) A description of the services the district will provide homeless children? <b>Section 1112(b)(1)(O)</b>				<ul style="list-style-type: none"> <li>• District Title I Plan</li> </ul>
n) A description of the strategies the district will use to implement effective parental involvement under Section 1118? <b>Section 1112(b)(1)(P)</b>				<ul style="list-style-type: none"> <li>• District Title I Plan</li> </ul>
o) A description of how the district will use Title I funds to support after-school (including before-school and summer school) and school-year extension programs? <b>Section 1112(b)(1)(Q)</b>				<ul style="list-style-type: none"> <li>• District Title I Plan</li> </ul>
4. Has the district Title I Plan been developed in consultation with teachers, principals, administrators, other appropriate personnel, and parents of children in schools served? <b>Section 1112(d)(1)</b>				<ul style="list-style-type: none"> <li>• District Title I Plan</li> <li>• Agendas, minutes, sign-in sheets</li> </ul>
5. Has the district Title I Plan been reviewed and revised, as necessary, in consultation with appropriate designated persons? <b>Section 1112(d)(3)</b>				<ul style="list-style-type: none"> <li>• District Title I Plan</li> <li>• Agendas, minutes, sign-in sheets</li> </ul>
6. Does the district use Title I funds to support Pre-K/Head Start programs? <b>Section 1112(c)(1)(G) &amp; CFR 1304.21</b>				<ul style="list-style-type: none"> <li>• District Consolidated Application</li> <li>• Expenditure reports (year to date)</li> </ul>
7. Is there evidence (updated annually) that the district uses state and local funds in its Title I schools to provide services that, taken as a whole, are substantially comparable to services in schools that are not receiving funds under Title I, Part A? <b>Section 1120A(c)</b> <i>NOTE: The comparability requirement does not apply to a district that does not have more than one school site for each grade span.</i>				<i>NOTE: The comparability bi-annual report is collected by the Office of Grants Management and reviewed and approved by the Office of Grants Management.</i>
8. If the answer to the previous question is no, is there documentation showing adjustments to the allocation of resources that the district made to ensure that Title I and non-Title I schools are comparable?				<ul style="list-style-type: none"> <li>• District Consolidated Application</li> <li>• Expenditure reports (year to date)</li> </ul>
9. Does the district maintain fiscal effort in accordance with <b>Section 1120A</b> and <b>Section 9521</b> ?				<i>NOTE: Maintenance of Effort is calculated annually by the Oklahoma Cost Accounting System (OCAS) section.</i>
10. Is there evidence that the district, in accordance with <b>Section 1111(h)(6)</b> , implements the Parents Right-to-Know requirements which:				
a) Notifies parents of each student attending any school that received Title I, Part A funds that parents may request, and the district must provide in a timely manner, information regarding the professional qualifications of the student's classroom teachers? <b>Section 1111(h)(6)(A)</b>				<ul style="list-style-type: none"> <li>• Written policies and procedures</li> <li>• Written communication and dated documentation</li> </ul> <i>NOTE: Documentation must describe (1) the information parents can request, (2) the process by which parents can make requests of the district and (3) the process that will be followed to provide the information.</i>

b) Informs each parent on the child's level of achievement in each statewide academic assessment? <i>Section 1111(h)(6)(B)(i)</i>				<ul style="list-style-type: none"> <li>• Written policies and procedures</li> <li>• Written communication and dated documentation</li> <li>• Assessment scores</li> </ul>
c) Provides timely notice to parents' that the child has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who is not highly qualified? <i>Section 1111(h)(6)(B)(ii)</i>				<ul style="list-style-type: none"> <li>• Written policies and procedures</li> <li>• Written communication and dated documentation</li> </ul>
d) Presents notice and information under the Parents Right-to-Know in an understandable and uniform format and, to the extent practicable, in a language that parents can understand? <i>Section 1111(h)(6)(C)</i>				<ul style="list-style-type: none"> <li>• Written policies and procedures</li> <li>• Written communication and dated documentation</li> </ul>
<b>Title I, Part A – Fiduciary</b>				
11. Is there evidence that the district uses an approved measure of poverty to determine eligibility and allocate funds?				<ul style="list-style-type: none"> <li>• Approved District Consolidated Application for Federal Funds</li> <li>• Policies for determining number of students residing in each attendance area</li> <li>• Description of poverty measure used for all school attendance areas</li> </ul>
12. Is there evidence that the district has correctly calculated both the districtwide poverty average and school site poverty average, and if applicable is correctly applying the 125% rule if the district is serving any schools below 35%?				<ul style="list-style-type: none"> <li>• Approved District Consolidated Application for Federal Funds</li> <li>• Policies for determining number of students residing in each attendance area</li> <li>• District policies for determining student count</li> </ul>
13. Is there evidence that if funds are not available to serve all eligible schools within an eligible school attendance area, schools that have exceeded 75% poverty have been identified and ranked from highest percentage of poverty to lowest percentage of poverty?				<ul style="list-style-type: none"> <li>• Approved District Consolidated Application for Federal Funds</li> <li>• Rank order listing of school sites with percentages of poverty</li> </ul>
14. Is there evidence that once schools with poverty rates above 75% have been served, if there are funds available to serve additional schools, the additional schools have been ranked from highest percentage of poverty to lowest percentage or have been ranked by grade span?				<ul style="list-style-type: none"> <li>• Approved District Consolidated Application for Federal Funds</li> <li>• Rank order listing of school sites with percentages of poverty</li> </ul>
15. Is there evidence that the district included charter schools in the rank order listing?				<ul style="list-style-type: none"> <li>• Approved District Consolidated Application for Federal Funds</li> <li>• Rank order listing of school sites with percentages of poverty</li> </ul>
16. Is there evidence that the district has allocated funds to participating school attendance areas in rank order?				<ul style="list-style-type: none"> <li>• Approved District Consolidated Application for Federal Funds</li> <li>• Rank order listing of school sites with percentages of poverty</li> </ul>
17. Is there evidence that the district has correctly calculated the per pupil allocation amounts?				<ul style="list-style-type: none"> <li>• Approved District Consolidated Application for Federal Funds</li> <li>• Policies for determining number of students residing in each attendance area</li> <li>• District policies for determining student count</li> </ul>
18. Is there evidence that the district has reserved funds to serve homeless students who do not attend participating schools?				<ul style="list-style-type: none"> <li>• Approved District Consolidated Application for Federal Funds</li> </ul>
19. Is there evidence that the district has reserved funds to serve children in local institutions for neglected students; and, if appropriate, children in local institutions for delinquent children?				<ul style="list-style-type: none"> <li>• Approved District Consolidated Application for Federal Funds</li> </ul>
20. Is there evidence, if applicable, that the district has reserved an amount equal to 20% of its Title I, Part A allocation for choice and supplemental educational				<ul style="list-style-type: none"> <li>• Approved District Consolidated Application for Federal Funds</li> </ul>

services (SES), assuming sufficient demand unless the district meets these requirements with non-Title I funds?				
21. Is there evidence of the most recent A-133 single audit report?				<i>NOTE: The A-133 single audit report is collected by the OCAS section.</i>
22. If there were findings regarding Title I, Part A on the A-133 single audit report, does the district provide evidence of a corrective action plan?				<i>NOTE: The A-133 single audit report is collected by the OCAS section.</i>
23. Is there evidence that the district has a complaint policy and/or procedures?				<ul style="list-style-type: none"> <li>• Copy of complaint policy and/or procedures</li> </ul>
24. Is there evidence that the district has a procedure for tracking complaints?				<ul style="list-style-type: none"> <li>• Copy of complaint tracking procedures</li> </ul>
25. Is there evidence that the district has maintained reports on resolution of complaints?				<ul style="list-style-type: none"> <li>• Copy of complaint policy and/or procedures</li> <li>• Copy of complaint resolution report</li> </ul>
26. Has the district correctly calculated funds for equitable services to private school participants, their teachers and families, including carryover as appropriate for the following:				
a) Amount reserved for instructional services?				<ul style="list-style-type: none"> <li>• Approved District Consolidated Application for Federal Funds</li> </ul>
b) Amount reserved for parental involvement?				<ul style="list-style-type: none"> <li>• Approved District Consolidated Application for Federal Funds</li> </ul>
c) Amount reserved for professional development?				<ul style="list-style-type: none"> <li>• Approved District Consolidated Application for Federal Funds</li> </ul>
27. Is there evidence that after all set asides have been determined the district has ensured that at least 95% of the allocation is budgeted to the school sites?				<ul style="list-style-type: none"> <li>• Approved District Consolidated Application for Federal Funds</li> </ul>
<b>Title I, Part A - Assessment and Accountability</b>				
28. Does the district ensure that all students (including students with disabilities and those who are limited-English proficient) participate in the state's student assessments as described in the state's assessment and accountability plan and are included in the district's adequate yearly progress (AYP) calculations?				<ul style="list-style-type: none"> <li>• District policies and procedures</li> <li>• District and school site report cards</li> <li>• Written communication and dated documentation</li> </ul>
29. Does the district ensure the district report card meets federal requirements and is made available to all parents in a clear and understandable format? <i>Section 1111(h)(2)</i>				<ul style="list-style-type: none"> <li>• Copies of district report card that meet federal requirements</li> <li>• Dissemination plan</li> </ul>
30. Does the district ensure that <b>each</b> school site report card meets federal requirements and is made available to all parents in a clear and understandable format? <i>Section 1111(h)(2)(B)(ii)</i>				<ul style="list-style-type: none"> <li>• Copies of school site report card that meets federal requirements</li> <li>• Dissemination plan</li> </ul>
31. Does the district ensure that each student assessment report card is made available to parents in a clear and understandable format?				<ul style="list-style-type: none"> <li>• Copies of student assessment report card</li> <li>• Dissemination plan</li> </ul>
32. Does the district ensure that there is a procedure for reviewing AYP results and communicating corrections to the state?				<ul style="list-style-type: none"> <li>• Copy of procedures</li> </ul>

	Y	N	N/A	Possible Indicators/Comments
<b>C. Title I, Part A – Schoolwide Programs (Section 1114)</b>				
1. Does each school <b>site</b> operating a schoolwide program have a current schoolwide site plan approved by the district?				<ul style="list-style-type: none"> <li>• Schoolwide Site Plan</li> <li>• Agendas, minutes, sign-in sheets</li> </ul>
2. Is there evidence that each school participating in a schoolwide program uses Title I, Part A funds only to supplement the amount of funds made available from nonfederal sources, including funds needed to provide services that are required by law for students with disabilities and students who are limited-English proficient? <i>Section 1114(a)(2)(B)</i>				<ul style="list-style-type: none"> <li>• Summary of all evidence</li> </ul>
3. Is there evidence that each school participating in a schoolwide program meets the intent and purposes of each program from which funds are coordinated? <i>Section 1114(a)(3)</i>				<ul style="list-style-type: none"> <li>• District Consolidated Application</li> <li>• List of programs that have been consolidated in the schoolwide program and how the intent and purposes of the consolidated programs are addressed</li> <li>• District and school site plans</li> </ul>
4. Is there evidence that each school participating in a schoolwide program devotes sufficient resources to high-quality and ongoing professional development for teachers, principals, and paraprofessionals? <i>Section 1114(a)(4)</i>				<ul style="list-style-type: none"> <li>• District/school professional development plan</li> <li>• Sign-in sheets</li> </ul>
5. Does the district ensure that the following <b>ten components</b> are <b>included</b> in each <b>Schoolwide Site Plan (SWP)</b> and that each component is <b>implemented</b> as required in NCLB: <i>Section 1114(b)</i>				
a) Comprehensive Needs Assessment? <i>Section 1114(b)(1)(A)</i>				<ul style="list-style-type: none"> <li>• Schoolwide Site Plan</li> </ul>
b) Schoolwide reform strategies? <i>Section 1114(b)(1)(B)</i>				<ul style="list-style-type: none"> <li>• Schoolwide Site Plan</li> </ul>
c) Instruction by highly qualified teachers? <i>Section 1114(b)(1)(C)</i>				<ul style="list-style-type: none"> <li>• Schoolwide Site Plan</li> </ul>
d) High-quality and ongoing professional development? <i>Section 1114(b)(1)(D)</i>				<ul style="list-style-type: none"> <li>• Schoolwide Site Plan</li> </ul>
e) Strategies to attract high-quality, highly qualified teachers to high-need schools? <i>Section 1114(b)(1)(E)</i>				<ul style="list-style-type: none"> <li>• Schoolwide Site Plan</li> </ul>
f) Strategies to increase parental involvement? <i>Section 1114(b)(1)(F)</i>				<ul style="list-style-type: none"> <li>• Schoolwide Site Plan</li> </ul>
g) Plan for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, state-funded preschool, and private preschools to Kindergarten or elementary school? <i>Section 1114(b)(1)(G)</i>				<ul style="list-style-type: none"> <li>• Schoolwide Site Plan</li> </ul>
h) Measures to include teachers in decisions regarding the use of results of statewide academic assessment? <i>Section 1114(b)(1)(H)</i>				<ul style="list-style-type: none"> <li>• Schoolwide Site Plan</li> </ul>
i) Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement standards are provided with effective, timely additional assistance <i>Section 1114 (b)(1)(I)</i>				<ul style="list-style-type: none"> <li>• Schoolwide Site Plan</li> </ul>
j) Coordination and integration of federal, state, and local services and programs, including programs supported under NCLB, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career technical education, and job training? <i>Section 1114(b)(1)(J)</i>				<ul style="list-style-type: none"> <li>• Schoolwide Site Plan</li> </ul>

	Y	N	N/A	Possible Indicators/Comments
6. Does the schoolwide site plan include a list of allowable state, local, and federal fund sources to be coordinated with the plan goals? <i>Section 1114(b)(2)(A)(iii)</i>				<ul style="list-style-type: none"> <li>Schoolwide Site Plan</li> </ul>
7. Does the schoolwide site plan describe how the school will use financial and other resources to implement the required components? <i>Section 1114(b)(2)(A)</i>				<ul style="list-style-type: none"> <li>Schoolwide Site Plan</li> </ul>
8. Is there evidence that the schoolwide site plan was developed with the involvement of parents, members of the community and individuals who will carry out the plan, including teachers, principals, and district-level administrators of programs combined in the plan? <i>Section 1114(b)(2)(B)(ii)</i>				<ul style="list-style-type: none"> <li>List of planning team members, by position and affiliation, in the Schoolwide Site Plan</li> <li>Agendas, minutes, sign-in sheets</li> </ul>
9. Does the plan describe how the school will provide individual student academic achievement results and interpretation of the results to limited-English proficient parents in a language they can understand? <i>Section 1114(b)(2)(A)(iv)</i>				<ul style="list-style-type: none"> <li>Schoolwide Site Plan</li> </ul>
10. Does the plan describe how it will be reviewed, revised, and evaluated annually? <i>Section 1114(b)(2)(B)(iii)</i>				<ul style="list-style-type: none"> <li>Schoolwide Site Plan</li> </ul>
11. Is there evidence that the plan is made available to all school staff, parents, and the public in a format and language that is understandable? <i>Section 1114(b)(2)(B)(iv)</i>				<ul style="list-style-type: none"> <li>Schoolwide Site Plan</li> <li>Written communication and dated documentation of availability</li> </ul>
12. Is there evidence that the district provides guidance to schools about the development, implementation, and evaluation of the schoolwide program and program requirements?				<ul style="list-style-type: none"> <li>Schoolwide Site Plan</li> <li>Written communication and dated documentation</li> <li>Documentation of visits to schools</li> </ul>
13. Is there evidence that the district technical assistance and support to schools developing school programs in the areas of needs assessment, comprehensive planning and implementation, and evaluation?				<ul style="list-style-type: none"> <li>Schoolwide Site Plan</li> <li>Written communication and dated documentation</li> <li>Documentation of visits to schools</li> </ul>
14. Is there evidence that the schoolwide program is designed to upgrade the educational program for all students, especially those most at risk of not meeting state standards?				<ul style="list-style-type: none"> <li>Schoolwide Site Plan</li> <li>Schoolwide program evaluation</li> </ul>

	Y	N	N/A	Possible Indicators/Comments
<b>D. Title I, Part A – Targeted Assistance Programs (Section 1115)</b>				
1. Is there evidence that the district uses Title I, Part A funds only for Targeted Assistance (TA) programs that provide services to eligible children identified as having the <b>greatest need for special academic assistance</b> ? <i>Section 1115(b)(B)</i>				<ul style="list-style-type: none"> <li>• Targeted Assistance Site Plan</li> <li>• District Consolidated Application</li> </ul>
a) Does each local school conduct a comprehensive needs assessment?				<ul style="list-style-type: none"> <li>• Copy of comprehensive needs assessment</li> </ul>
b) Has the district established multiple, educationally related, and objective criteria to identify students most at-risk of failing?				<ul style="list-style-type: none"> <li>• List of multiple criteria</li> <li>• Copies of worksheets for determining eligibility and selecting students</li> </ul>
c) Is there a rank order listing of eligible students, an indication of a cut-off score, and students that fall below the cut-off score?				<ul style="list-style-type: none"> <li>• List of students and rank ordered eligibility list</li> </ul>
d) Are students with the greatest need receiving services?				<ul style="list-style-type: none"> <li>• Teacher schedules</li> <li>• List of students and rank ordered eligibility list</li> </ul>
e) Has each participating school established multiple criteria by which students may exit the program?				<ul style="list-style-type: none"> <li>• Written policies and procedures</li> <li>• List of exited students</li> </ul>
2. Is there <b>documentation</b> to support parental refusal of student participation?				<ul style="list-style-type: none"> <li>• Written policies and procedures</li> <li>• Written communication and dated documentation of parent/guardian notification</li> <li>• Documentation of refusal for any student identified and selected, but not receiving service</li> </ul>
3. Does the district ensure that the following eight components are <b>included</b> in each <b>Targeted Assistance (TA) Site Plan</b> and that each component is <b>implemented</b> as required in NCLB: <i>Section 1115(c)</i>				
a) Program resources used only to help participating children meet the state student academic achievement standards? <i>Section 1115(c)(1)(A)</i>				<ul style="list-style-type: none"> <li>• Targeted Assistance Site Plan</li> </ul>
b) Incorporation of the targeted assistance plan into the total school improvement plan? <i>Section 1115(c)(1)(B)</i>				<ul style="list-style-type: none"> <li>• Targeted Assistance Site Plan</li> </ul>
c) Effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and: (1) provides extended learning opportunities; (2) provides accelerated curriculum; (3) minimizes removing students from the regular classroom during regular school hours? <i>Section 1115(c)(1)(C)</i>				<ul style="list-style-type: none"> <li>• Targeted Assistance Site Plan</li> </ul>
d) Coordination with the regular classroom program including transition strategies, which may include services to assist preschool children in the transition from early childhood programs to elementary school programs? <i>Section 1115(c)(1)(D)</i>				<ul style="list-style-type: none"> <li>• Targeted Assistance Site Plan</li> </ul>
e) Instruction by high-qualified teachers? <i>Section 1115(c)(1)(E)</i>				<ul style="list-style-type: none"> <li>• Targeted Assistance Site Plan</li> </ul>
f) Opportunities for high-quality ongoing professional development for teachers and other staff who work with participating children in the Title I program or in the regular education program? <i>Section 1115(c)(1)(F); Section 1115(d) &amp; Section 1115(e)(3)</i>				<ul style="list-style-type: none"> <li>• Targeted Assistance Site Plan</li> </ul>
g) Strategies to increase parental involvement? <i>Section 1115(c)(1)(G)</i>				<ul style="list-style-type: none"> <li>• Targeted Assistance Site Plan</li> </ul>

h) The targeted assistance program coordinates and integrates federal, state, and local services and programs to ensure that participating students achieve proficient or above on statewide assessments? <i>Section 1115(c)(1)(H)</i>				<ul style="list-style-type: none"> <li>• Targeted Assistance Site Plan</li> </ul>
4. Is there evidence that the plan is made available to all parents in a format and language that is understandable?				<ul style="list-style-type: none"> <li>• Targeted Assistance Site Plan</li> <li>• Written communication and dated documentation of availability</li> </ul>
5. Is there evidence that the district promotes the integration of Title I staff with regular instructional staff in all activities?				<ul style="list-style-type: none"> <li>• Targeted Assistance Site Plan</li> <li>• Agendas, minutes, sign-in sheets</li> </ul>

	Y	N	N/A	Possible Indicators/Comments
<b>E. Title I, Part A – District Improvement (Section 1116)</b>				
1. Does the district have a board-approved, District Improvement Plan developed not later than three months after being <b>identified</b> for improvement that reflects consultation with parents, school staff, and others? <i>Section 1116(b)(14)(c)(7)(A)</i>				<ul style="list-style-type: none"> <li>• Board-approved District Improvement Plan</li> <li>• Agenda, minutes, sign-in sheets</li> </ul>
2. The district identified for improvement must ensure that the following required components are described in the <b>District Improvement Plan</b> and that each component is being implemented:				
a) Does the plan contain detailed information on how the district will incorporate scientifically based researched strategies that will strengthen the core academic program in schools served by the district? <i>Section 1116(b)(14)(c)(7)(A)(i)</i>				<ul style="list-style-type: none"> <li>• District Improvement Plan</li> </ul>
b) Does the plan contain detailed information on how the district will identify actions that have the greatest likelihood of improving the achievement of participating children in meeting the state’s student academic achievement standards? <i>Section 1116(b)(14)(c)(7)(A)(ii)</i>				<ul style="list-style-type: none"> <li>• District Improvement Plan</li> </ul>
c) Does the plan contain detailed information on how the district will address the professional development needs of the instructional staff by committing to spend not less than 10% of the Title I funds received by the district for each year in which the agency is identified for improvement? <i>Section 1116(b)(14)(c)(7)(A)(iii)</i>				<ul style="list-style-type: none"> <li>• District Improvement Plan</li> <li>• Agendas, minutes, sign-in sheets from advisory panels and school level planning committees</li> <li>• District Consolidated Application</li> </ul>
d) Does the plan contain detailed information on how the district will address specific measurable achievement goals and targets for each of the groups of students identified in the disaggregated data that caused the failure to obtain Adequate Yearly Progress (AYP)? <i>Section 1116(b)(14)(c)(7)(A)(iv)</i>				<ul style="list-style-type: none"> <li>• District Improvement Plan</li> </ul>
e) Does the plan contain detailed information on how the district will address the teaching and learning needs and the specific academic problems of low-achieving students, including a determination of why the district failed to bring about increased student academic achievement? <i>Section 1116(b)(14)(c)(7)(A)(v)</i>				<ul style="list-style-type: none"> <li>• District Improvement Plan</li> </ul>
f) Does the plan contain detailed information on how the district will incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year that will improve student achievement? <i>Section 1116(b)(14)(c)(7)(A)(vi)</i>				<ul style="list-style-type: none"> <li>• District Improvement Plan</li> </ul>
g) Does the plan contain detailed information on specific responsibilities of the SDE and the district including the technical assistance to be provided by the state educational agency? <i>Section 1116(b)(14)(c)(7)(A)(vii)</i>				<ul style="list-style-type: none"> <li>• District Improvement Plan</li> <li>• Written communication and dated documentation</li> </ul>
h) Does the plan contain detailed information on how the district will include strategies to promote parental involvement? <i>Section 1116(b)(14)(c)(7)(A)(viii)</i>				<ul style="list-style-type: none"> <li>• District Improvement Plan</li> <li>• Agendas, minutes, sign-in sheets</li> </ul>
i) Is there evidence that the plan is made available to all parents in a format and language that is understandable?				<ul style="list-style-type: none"> <li>• Targeted Assistance Site Plan</li> <li>• Written communication and dated documentation of availability</li> </ul>

	Y	N	N/A	Possible Indicators/Comments
<b>F. Title I, Part A – School Improvement (Section 1116)</b>				
1. Is there evidence that the district annually reviews the progress of each Title I participating school toward having all students achieve proficient or above on statewide assessments and other indicators of Adequate Yearly Progress (AYP)? <i>Section 1116(a)(1)(A)</i>				<ul style="list-style-type: none"> <li>• Agendas, minutes, sign-in sheets</li> <li>• Written communication and dated documentation</li> </ul>
2. Is there evidence that the district annually publicizes and disseminates results of statewide student assessments to parents, teachers, principals, other staff and the community, in a language that parents can understand? <i>Section 1116(a)(1)(C)</i>				<ul style="list-style-type: none"> <li>• No Child Left Behind (NCLB) report card</li> <li>• Written communication and dated documentation</li> </ul>
3. Is there evidence that the district annually reviews the effectiveness of the Title I participating schools in carrying out parent involvement, professional development, and other activities that are required under Section 1116? <i>Section 1116(a)(1)(D)</i>				<ul style="list-style-type: none"> <li>• Documentation of evaluation of program components</li> <li>• Documentation of visits to schools</li> <li>• Copies of surveys</li> </ul>
4. Is there evidence that the district, not later than the first day of the school year, notified parents of all students enrolled in the school of their option to transfer their child(ren) to another public school served by the district? <i>Section 1116(b)(1)(E)(i)</i> <i>NOTE: Documentation must demonstrate that the district notified parents of all students in a manner that was likely to be received and understood.</i>				<ul style="list-style-type: none"> <li>• Documentation of SDE notification</li> <li>• Documentation of district notification to each of its schools</li> <li>• Copies of written and dated notification to parents</li> <li>• List of schools identified for improvement, corrective action, or restructuring that are required to offer public school choice</li> </ul>
5. If all requests for transfers cannot be accommodated, is there evidence that priority for transfers was given to the lowest achieving children from low-income families? <i>Section 1116(b)(1)(E)(ii)</i>				<ul style="list-style-type: none"> <li>• District School Choice Plan</li> <li>• Number of students eligible for transfer, and the number of actual transfers by school site</li> <li>• Criteria to determine eligibility and to establish priority for service</li> </ul>
6. Has the district ensured that any school identified for School Improvement receives <b>not less</b> than 85% of the previous year school site allocation?				<ul style="list-style-type: none"> <li>• Current fiscal year District Consolidated Application</li> <li>• Previous fiscal year District Consolidated Application</li> <li>• School Improvement Plan</li> </ul>
7. Does <b>each school</b> identified for school improvement have a School Improvement Plan (SIP) that <b>includes</b> and ensures implementation of the following: <i>Section 1116(b)(3)(A)</i>				
a) Is reviewed annually?				<ul style="list-style-type: none"> <li>• School Improvement Plan</li> </ul>
b) Was developed in consultation with parents, school staff, the district, and outside experts (as applicable)?				<ul style="list-style-type: none"> <li>• School Improvement Plan</li> <li>• Agendas, minutes, sign-in sheet</li> </ul>
c) Was approved by the district and submitted to the SDE not later than three months after the district was identified of the school improvement status?				<ul style="list-style-type: none"> <li>• School Improvement Plan</li> <li>• District approval date</li> <li>• SDE approval date</li> </ul>
d) Incorporates scientifically based research strategies and effective practices that address the academic issues that caused the school to be notified for improvement? <i>Section 1116(b)(3)(A)(i)</i>				<ul style="list-style-type: none"> <li>• School Improvement Plan</li> </ul>
e) Ensures and specifies that the school will <b>spend</b> not less than 10% of its Title I, Part A funds during each school year that it is identified for improvement, for high-quality professional development for teachers and principals for the purpose of removing the school from improvement status? <i>NOTE: Professional development must (1) directly meet the</i>				<ul style="list-style-type: none"> <li>• School Improvement Plan</li> <li>• District Consolidated Application</li> <li>• Agendas and sign-in sheets</li> </ul>

	Y	N	N/A	Possible Indicators/Comments
<i>school's academic problems and (2) meet the highly qualified requirements under section 1119. Section 1116(b)(3)(A)(iii)</i>				
f) States annual, measurable objectives for continuous and substantial progress of all students? <i>Section 1116(b)(3)(A)(v)</i>				<ul style="list-style-type: none"> <li>• School Improvement Plan</li> </ul>
g) Describes how the school will provide written notice of the improvement status to parents, in a format and, to the extent practicable, in a language that parents can understand? <i>Section 1116(b)(3)(A)(vi)</i>				<ul style="list-style-type: none"> <li>• School Improvement Plan</li> <li>• Written communication and dated documentation</li> </ul>
h) Specifies responsibilities of the school, the district, and the SDE, including technical assistance and financial support?				<ul style="list-style-type: none"> <li>• School Improvement Plan</li> </ul>
i) Includes strategies to promote effective parent involvement related to improving the academic status of the school? <i>Section 1116(b)(3)(A)(viii)</i>				<ul style="list-style-type: none"> <li>• School Improvement Plan</li> </ul>
j) Describes extended learning opportunities for students who are most at-risk? <i>Section 1116(b)(3)(A)(ix)</i>				<ul style="list-style-type: none"> <li>• School Improvement Plan</li> </ul>
k) Incorporates a teacher-mentoring program in accordance with Title IX, Section 9101(42)? <i>Section 1116(b)(3)(A)(x)</i>				<ul style="list-style-type: none"> <li>• School Improvement Plan</li> </ul>
8. Is there evidence that the technical assistance provided demonstrates that the district (1) assists with analyzing assessment data; (2) assists with identifying scientifically based research instructional strategies and professional development; and (3) assists with analyzing and developing the school budget? <i>Section 1116(b)(1)(B)(i)</i>				<ul style="list-style-type: none"> <li>• Written communication and dated documentation</li> <li>• Agendas, minutes, sign-in sheets</li> <li>• Documentation of visits to schools</li> </ul>
9. Is there evidence that the district provided to the parents of each student enrolled in the school (1) information about the improvement status; (2) reasons for the identification; (3) what the school will do to address the academic problems; (4) what the district will do to address the problems; (5) how the parents can help; (6) options to transfer to another school and; (7) as applicable, how students may obtain supplemental education services? <i>Section 1116(b)(6)</i>				<ul style="list-style-type: none"> <li>• Written communication and dated documentation to parents (must be made available through multiple means of communication)</li> </ul> <p><i>NOTE: Such notification must include each of the components listed in the compliance question</i></p>
10. If a school has been identified for improvement for a second and succeeding years, is there evidence that the district has provided annual notice to parents of (1) the availability of supplemental educational services from a state-approved list of providers; (2) the identity of approved providers; and (3) a description of the services, qualifications, and demonstrated effectiveness of each provider? <i>Section 1116(e)(2)(A)</i>				<ul style="list-style-type: none"> <li>• Written communication and dated documentation to parents (must be made available through multiple means of communication)</li> </ul> <p><i>NOTE: Such notification must include each of the components listed in the compliance question</i></p>
11. Is there evidence that the district provided assistance, upon request, to parents in choosing a provider from the state-approved list? <i>Section 1116(e)(2)(B)</i>				<ul style="list-style-type: none"> <li>• Policies and procedures</li> <li>• Written communication and dated documentation</li> </ul>
12. Has the district entered into an agreement to provide supplemental educational services (SES)? <i>Section 1116(e)(3)A-E</i>				<ul style="list-style-type: none"> <li>• Copy of agreement/contract</li> <li>• List of schools offering SES and number of students eligible and participating by school</li> <li>• Written communication and dated documentation</li> </ul>
13. If all requests for supplemental educational services cannot be accommodated, is there evidence that services are provided at least to the lowest achieving students from low-income families? <i>Section 1116(e)(2)(C)</i>				<ul style="list-style-type: none"> <li>• Documentation of request for supplemental services</li> <li>• Identification and selection criteria</li> </ul>
14. Does the district ensure that eligible students with disabilities under IDEA and students covered under Section 504 receive appropriate supplemental educational				<ul style="list-style-type: none"> <li>• Documentation of services</li> </ul>

	Y	N	N/A	Possible Indicators/Comments
services and accommodations in the provision of those services? <i>Section 1116(e)(3)(A), Public Law 200.47(a)(5)</i>				
15. Does the district ensure eligible students who are English Language Learners (ELL) receive appropriate supplemental educational services and language assistance in the provision of those services?				<ul style="list-style-type: none"> <li>• Documentation of services</li> </ul>
16. Does the district have procedures in place to ensure that it will not disclose to the public the identity of any student who is eligible for, or receiving, supplemental educational services under this subsection without the written permission of the parent? <i>Section 1116(e)(2)(D)</i>				<ul style="list-style-type: none"> <li>• School Improvement Plan</li> <li>• Policies and procedures</li> <li>• Written communication and dated documentation</li> </ul>
17. Is there evidence that the district has budgeted and expended:				
a) An amount equal to a minimum of 5% of its Title I, Part A district allocation to support the costs for transportation related to school choice?				<ul style="list-style-type: none"> <li>• District Consolidated Application</li> <li>• Expenditure reports (year to date)</li> </ul>
b) An amount equal to a minimum of 5% of its Title I, Part A district allocation to support the cost for supplemental educational services?				
c) An amount equal to a minimum of 10% of its Title I, Part A district allocation for a combination of choice-related transportation and supplemental educational services, and if all requests are met with a lesser amount, does the district have the appropriate documentation? <i>Section 1116(b)(10)</i>				
18. If the district has not implemented public school choice, and the appropriate staff at the SDE concurs that the district cannot implement choice, has the district implemented supplemental educational services for eligible students with no regard to the number of years a school has been identified for improvement?				<ul style="list-style-type: none"> <li>• School Improvement Plan</li> <li>• Written communication and dated documentation</li> </ul>
19. Has the district provided guidance to the identified schools regarding the implementation of public school choice?				<ul style="list-style-type: none"> <li>• Written communication and dated documentation</li> <li>• Documentation of visits to school</li> </ul>
20. Is there evidence that the district is using the school improvement funds to improve student achievement in accordance with the approved budget?				<ul style="list-style-type: none"> <li>• School Improvement Plan</li> <li>• District Consolidated Application</li> <li>• Expenditure reports (year to date)</li> </ul>
21. Is there evidence that the district provides oversight and monitors all activities required under Section 1116?				<ul style="list-style-type: none"> <li>• Written communication and dated documentation</li> <li>• Documentation of visits to schools</li> </ul>
22. Is there evidence that the district regularly reviews the implementation of the school improvement plan in carrying out parent involvement, professional development, and other activities that are required under Section 1116?				<ul style="list-style-type: none"> <li>• Written communication and dated documentation</li> <li>• Documentation of visits to schools</li> </ul>

	Y	N	N/A	Possible Indicators/Comments
<b>G. Title I, Part A – District Parental Involvement Policy (Section 1118)</b>				
1. Does the district have a parental involvement policy that establishes expectations for parents? <i>Section 1118(a)(2)</i>				<ul style="list-style-type: none"> <li>• Copy of District Parental Involvement Policy</li> </ul>
2. Does the district ensure that the following components are described in the district parental involvement policy and that each component is implemented:				
a) How the district will involve parents in the joint development of the District Title I Plan and the process of school review and improvement under Section 1116? <i>Section 1118(a)(2)(A)</i>				<ul style="list-style-type: none"> <li>• District Parental Involvement Policy</li> <li>• Notification of meetings, agenda, minutes, sign-in sheets</li> </ul>
b) How the district will provide for the coordination, technical assistance, and other support necessary to assist Title I participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance? <i>Section 1118(a)(2)(b)</i>				<ul style="list-style-type: none"> <li>• District Parental Involvement Policy</li> <li>• Written communication and dated documentation</li> <li>• Notification of meetings, agenda, minutes, sign-in sheets</li> <li>• Documentation of visits to schools</li> </ul>
c) How the district will build the schools' and parents' capacity for strong parental involvement? <i>Section 1118(e)(1-14)</i>				<ul style="list-style-type: none"> <li>• District Parental Involvement Policy</li> <li>• Notification of meetings, agenda, minutes, sign-in sheets</li> </ul>
d) How the district will coordinate and integrate parental involvement strategies under Title I, Part A with such involvement under other federally funded programs? <i>Section 1118(a)(2)(D)</i>				<ul style="list-style-type: none"> <li>• District Parent Involvement Policy</li> <li>• Written communication and dated documentation</li> <li>• Notification of meetings, agenda, minutes, sign-in sheets</li> </ul>
e) How the district will conduct with parents, an annual evaluation, of (1) the content and effectiveness of the district and school site parental involvement policies and plan for improving the academic quality of Title I schools, including identifying barriers to greater participation by parents in authorized activities; and, (2) use the findings to design more effective strategies and revise the plan? <i>Section 1118(a)(2)(E)</i>				<ul style="list-style-type: none"> <li>• District Parent Involvement Policy</li> <li>• Notification of meetings, agenda, minutes, sign-in sheets</li> <li>• Copy of evaluation</li> </ul>
f) How the district will actively involve parents in activities of the Title I schools? <i>Section 1118(a)(2)(F)</i>				<ul style="list-style-type: none"> <li>• District Parent Involvement Policy</li> </ul>
3. Is there evidence that the district policy is developed jointly with, agreed on with, and distributed to parents of Title I participating students in a format and language that is understandable? <i>Section 1118(a)(2)</i>				<ul style="list-style-type: none"> <li>• District Parent Involvement Policy</li> <li>• Notification of meetings, agendas, minutes, sign-in sheets</li> </ul>
4. Is there evidence that the district periodically updates the district written parental involvement policy?				<ul style="list-style-type: none"> <li>• District Parent Involvement Policy</li> <li>• Notification of meetings, agendas, minutes, sign-in sheets</li> </ul>
5. Is there evidence that the district engages parents in policy involvement in accordance with requirements in section 1118(c)?				<ul style="list-style-type: none"> <li>• District Parental Involvement Policy</li> <li>• Notification of <b>annual</b> meeting, minutes, agenda, sign-in sheets</li> </ul>
6. Is there evidence that the district and school sites have informed parents about the existence of a parent resource center, where applicable?				<ul style="list-style-type: none"> <li>• District Parental Involvement Policy</li> <li>• Written communication and dated documentation</li> </ul>
7. Is there evidence that if the district receives a Title I, Part A allocation greater than \$500,000, it has reserved at least 1% of that allocation for parental involvement activities?				<ul style="list-style-type: none"> <li>• District Consolidated Application</li> </ul>

	Y	N	N/A	Possible Indicators/Comments
<b>School Parental Involvement Policy (Section 1118)</b>				
8. Is there evidence that <b>each Title I participating school</b> has a parental involvement plan that was developed jointly with, agreed on with, and distributed to parents of Title I participating students? <b>Section 1118(b)(1)</b> <i>NOTE: The parental involvement section of the SW or TA site plan can be used as evidence if it includes all of the required components for the plan and is available in a distributable format.</i>				<ul style="list-style-type: none"> <li>• School Parental Involvement Plan for each school site in the district</li> <li>• Notification of meetings, agenda, minutes, sign-in sheets</li> </ul>
9. Does each Title I participating school have a parental involvement plan including all of the following required components:				
a) How the school convenes an annual meeting of all parents of participating children, at a convenient time, to inform parents of Title I participation, its requirements, and their right to be involved? <b>Section 1118(c)(1)</b>				<ul style="list-style-type: none"> <li>• Each school's parental involvement plan</li> <li>• Notification of meetings, agenda, minutes, sign-in sheets</li> </ul>
b) How the school offers a flexible schedule of meetings, such as meetings in the morning or evening? <b>Section 1118(c)(2)</b>				<ul style="list-style-type: none"> <li>• Each school's parental involvement plan</li> <li>• Notification of meetings, agenda, minutes, sign-in sheets</li> </ul>
c) How the school involves parents in an organized, ongoing, and timely way in the planning, review and improvement of Title I programs including planning, reviewing, and periodically updating the school parental involvement plan? <b>Section 1118(c)(3)</b>				<ul style="list-style-type: none"> <li>• Each school's parental involvement plan</li> <li>• Notification of meetings, agenda, minutes, sign-in sheets</li> </ul>
d) How the school provides parents of participating children timely information about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessment used, and if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate, in decisions relating to the education of their children? <b>Section 1118(c)(4)</b>				<ul style="list-style-type: none"> <li>• Each school's parental involvement plan</li> <li>• Written communication and dated documentation</li> <li>• Notification of meetings, agenda, minutes, sign-in sheets</li> </ul>
e) How the school will submit comments/concerns to the district, if the Schoolwide Site Plan is not satisfactory to parents? <b>Section 1118(c)(5)</b>				<ul style="list-style-type: none"> <li>• Each school's parental involvement plan</li> <li>• Written communication and dated documentation</li> </ul>
f) How the school-parent compact is jointly developed with parents of participating students; how it is used, reviewed, and updated? <b>Section 1118(d)</b> <i>NOTE: Compacts must be reviewed and signed annually and should be available in each teacher's classroom</i>				<ul style="list-style-type: none"> <li>• Each school's parental involvement plan</li> <li>• Meeting agendas, minutes, sign-in sheets</li> <li>• Copy of parent-school compacts</li> </ul>
g) How the school builds teachers' and parents' capacity for strong parental involvement? <b>Section 1118(e)</b>				<ul style="list-style-type: none"> <li>• Each school's parental involvement plan</li> <li>• Notification of meetings, agenda, minutes, sign-in sheets</li> <li>• Written communication and dated documentation</li> </ul>
h) How the school will to the extent practical, provide opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children? <b>Section 1118(f)</b>				<ul style="list-style-type: none"> <li>• Description in each school's parental involvement policy/plan</li> <li>• Copies of communications to parents in other languages</li> </ul>

	Y	N	N/A	Possible Indicators/Comments
<b>H. Title I, Part A – Qualification For Teachers and Paraprofessionals (Section 1119)</b>				
1. Is there evidence that the district has ensured that all core academic subject teachers are highly qualified? <i>Section 1119(a)(2)(A)</i>				<ul style="list-style-type: none"> <li>Highly Qualified Teacher System - Phase I</li> <li>Copies of HOUSSE and supporting documentation</li> </ul>
2. Is there evidence that the district has ensured that all paraprofessionals who work in an instructional support capacity in a Title I schoolwide program or are paid from Title I funds in a targeted assistance program are highly qualified? <i>Section 1119(c)</i>				<ul style="list-style-type: none"> <li>Copies of college diploma or college transcripts or appropriate test reflecting a passing score</li> </ul>
3. Does the district ensure that paraprofessionals <b>do not</b> provide any instructional services to a student unless the paraprofessional is working under the direct supervision of a teacher who is highly qualified? <i>Section 1119(g)(3)(A)</i>				<ul style="list-style-type: none"> <li>Job descriptions for paraprofessionals</li> <li>Documentation of classroom visits</li> </ul>
4. Does the district <b>use</b> not less than 5% of its total annual allocation of Title I, Part A funds to ensure that teachers and paraprofessionals who are not highly qualified become highly qualified? <i>Section 1119(l)</i>				<ul style="list-style-type: none"> <li>District Consolidated Application</li> <li>Expenditure Reports (year-to-date)</li> </ul>
5. Is there evidence that the district uses other available federal funds to ensure that teachers and paraprofessionals who are not highly qualified become highly qualified? <i>Section 1119(j)</i>				<ul style="list-style-type: none"> <li>District Consolidated Application</li> <li>Expenditure Reports (year-to-date)</li> </ul>
6. Is there evidence that each teaching assignment matches with the teacher’s qualifications reported to the SDE? <i>Section 1119(b)(1)(A)</i>				<ul style="list-style-type: none"> <li>Highly Qualified Teacher System - Phase I</li> <li>Accreditation Report</li> </ul>
7. Is there evidence that the district has ensured the following:				
a) The principal of each school operating a schoolwide or targeted program confirms annually whether such school is in compliance with the highly qualified requirements. <i>Section 1119(h)(i)(1)</i>				<ul style="list-style-type: none"> <li>Highly Qualified Teacher System - Phase I</li> <li>Accreditation Report</li> </ul>
b) Highly qualified documents shall be maintained at each school and at the administration office of the district? <i>Section 1119(i)(2)(a)</i>				<ul style="list-style-type: none"> <li>Highly Qualified Teacher System - Phase I</li> <li>Copies of HOUSSE and supporting documentation</li> </ul>
c) Highly qualified documents shall be available to any member of the general public on request? <i>Section 1119(i)(2)(b)</i>				<ul style="list-style-type: none"> <li>Highly Qualified Teacher System – Phase I</li> <li>Copies of HOUSSE and supporting documentation</li> </ul>
8. Is there evidence that all schools that receive Title I funds notify parents when their children are taught for four or more consecutive weeks by a teacher who is not highly qualified? <i>Section 1111(h)(6)(B)(ii)</i>				<ul style="list-style-type: none"> <li>Dated copy of documentation sent to parents</li> </ul>
9. If the district has not met the highly qualified goal of 100%, has the district created and implemented district and teacher action plans in place to meet the goal?				<ul style="list-style-type: none"> <li>District action plan</li> <li>Individual teacher action plans</li> </ul>
10. Does the district have evidence that through the Implementation of various strategies, poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers?				<ul style="list-style-type: none"> <li>Approved District Consolidated Application</li> </ul>

	Y	N	N/A	Possible Indicators/Comments
<b>I. Title I, Part B, Subpart 3 – Even Start Family Literacy (Section 1231)</b>				
<b>Does the district administer an Even Start Family Literacy Program? If yes, respond to the following questions. If no, mark N/A to the following questions and proceed to the next section.</b>				
1. Is there evidence of the four required components – adult education, early childhood education, parenting education, and parent and child literacy interactions – and that the four components are merged into a unified family literacy program? <i>Title IX, Part A (20)</i>				<ul style="list-style-type: none"> <li>Record of participation rates in each core instructional area</li> <li>A member of each family is participating in activities in the four core instructional areas</li> <li>Policy for removing families with incomplete participation</li> </ul>
2. Are the program services of sufficient intensity and duration to assist children and adults to achieve to higher academic levels? <i>Title IX, Part A (20)</i>				<ul style="list-style-type: none"> <li>Written goals and agreements for families</li> <li>Scheduled hours of participation for adults and children</li> </ul>
3. Are participating families encouraged to attend regularly and to remain in the program to meet their goals? <i>Section 1235(11)</i>				<ul style="list-style-type: none"> <li>Written attendance policy</li> <li>Record of attendance rates for program activities</li> <li>Incentives/awards for meeting goals</li> </ul>
4. Is there evidence of how the district determines a family’s eligibility for the program? <i>Section 1236</i>				<ul style="list-style-type: none"> <li>List of families in program with documentation of how each meets the eligibility criteria specified in the statute</li> </ul>
5. Is there evidence that the program provides services to and recruits those families that are most in need? <i>Section 1235(2)</i>				<ul style="list-style-type: none"> <li>Criteria for determining which eligible families are most-in-need</li> <li>Documentation of how participating families meet the most-in-need criteria</li> <li>If applicable, copy of district private nonprofit meeting agenda</li> </ul>
6. Is there evidence that your project provides flexible services to meet the needs of participants? <i>Section 1235(3)(9)</i>				<ul style="list-style-type: none"> <li>Records of program activities showing flexible times</li> <li>Evidence of support services offered to families</li> <li>Evidence of collaboration with community organizations</li> </ul>
7. Is there evidence of screening procedures to determine the literacy achievement level of each family member? <i>Section 1235(4)</i>				<ul style="list-style-type: none"> <li>Participants initial forms</li> <li>Pre-test data</li> <li>Written adult curriculum plans</li> </ul>
8. Are decisions about the use of instructional programs for adults and children based on scientifically based reading research? <i>Section 1235(10)</i>				<ul style="list-style-type: none"> <li>Record of instructional programs offered, including number of hours offered in each core area</li> <li>Summary of content of adult literacy classes</li> <li>Summary of content of parent support classes</li> <li>Summary of content of early childhood education classes and supplemental services for school-age children</li> <li>Summary of content of interactive literacy activities for parents and children</li> </ul>
9. Has all staff employed to provide academic instruction obtained a degree in a field related to early childhood education, elementary or secondary education, or adult education? <i>Section 1235(5)(B)</i>				<ul style="list-style-type: none"> <li>Copies of degrees held by instruction staff</li> <li>List of staff with degrees verified</li> </ul>
10. Is there evidence that the district has ensured that all core academic subject teachers are highly qualified? <i>Section 1119(a)(2)(A)</i>				<ul style="list-style-type: none"> <li>Highly Qualified Teacher System - Phase I</li> <li>Copies of HOUSSE and other supporting documentation</li> </ul>

	Y	N	N/A	Possible Indicators/Comments
11. Is there evidence of professional development training provided by the district and the state? <i>Section 1235(6)</i>				<ul style="list-style-type: none"> <li>Evidence that the program director has received training in the administration of family literacy services</li> <li>Staff professional development plans/calendar</li> <li>Agenda, sign-in sheets of training provided</li> </ul>
12. Is home-based instruction provided to program participants and monitored by program administrators? <i>Section 1235(7)</i>				<ul style="list-style-type: none"> <li>Copies of lesson plans for home-based instructional services</li> <li>Record of what lessons have been implemented, dates for implementation and the names of families who participated</li> </ul>
13. Does the program operate on a year-round basis and are instructional and enrichment services offered, during the summer months? <i>Section 1235(8)</i>				<ul style="list-style-type: none"> <li>Program calendar</li> <li>Curriculum plans for summer months</li> </ul>
14. Is the program coordinated with the other programs, such as Title I, Part A? <i>Section 1235(9)</i>				<ul style="list-style-type: none"> <li>Record of program coordination</li> <li>Record of cooperative agreements</li> </ul>
15. Have independent evaluations been conducted and used for program improvement? <i>Section 1235(15)</i>				<ul style="list-style-type: none"> <li>Most current local evaluation report</li> <li>Evidence of use of evaluation data for program improvement</li> <li>In-kind match documentation</li> </ul>
16. Are participating adults eligible in one or all of the following categories: <i>Section 1236(a)(1)(A)&amp;(B)</i>				
a) Under the Adult Education and Family Literacy Act?				<ul style="list-style-type: none"> <li>Intake data for national evaluation</li> <li>Attendance records</li> <li>Intake instrument</li> </ul>
b) Within the compulsory school attendance age range and attending a secondary school?				
17. Do programs promote the continuity of family literacy, as applicable? <i>Section 1235(13)</i>				<ul style="list-style-type: none"> <li>Library card</li> <li>Membership in professional organizations</li> </ul>
18. Does the program coordinate with the appropriate private school officials about Even Start services eligible to private school students? <i>NOTE: Eligible private school students are school-age children enrolled in private schools who receive Title I services Section 1120(B)</i>				<ul style="list-style-type: none"> <li>Evidence of consultation with nonpublic schools, and copies of budgets that document appropriate set-asides</li> <li>Staff understating of the policies and consultation regarding equitable services</li> <li>Agendas, minutes, sign-in sheets of consultation meetings</li> </ul>
19. Are indicators of program quality used for program evaluation and for program improvement? <i>Section 1240</i>				<ul style="list-style-type: none"> <li>Progress reports on performance indicators</li> <li>Evidence of the use of performance indicators in local evaluations</li> </ul>
20. Is there evidence that the district has ensured that all paraprofessionals who work in an instructional support capacity in a Title I schoolwide program or are paid from Title I funds in a targeted assistance program meet the requirements under Title I? <i>Section 1119(c)</i>				<ul style="list-style-type: none"> <li>Copies of college diploma or college transcripts or appropriate test reflecting a passing score</li> </ul>
21. Does the program provide services for children from birth through four-years-old, and comply with minimum standards set through the Department of Human Services?				<ul style="list-style-type: none"> <li>Weekly menus</li> <li>Staff/child ratios</li> </ul>
22. Is there evidence when families exit the project that a debriefing or exit activities occur?				<ul style="list-style-type: none"> <li>Adult participants are assisted with transitioning into employment or higher education</li> <li>Children participants are transitioned into other educational programs</li> </ul>

	Y	N	N/A	Possible Indicators/Comments
<b>J. Title I, Part C – Education of Migratory Children (Section 1301)</b>				
<b>Are there identified migrant students in the district? If yes, respond to the following questions. If no, mark N/A to the following questions and proceed to the next section.</b>				
<b>1. Does the district have:</b>				
a) A correctly completed, legible Certificate of Eligibility (COE) for each migrant family served? <i>Section 1308(B)(4)(e) and Migrant Guidance Section M</i>				<ul style="list-style-type: none"> <li>Copies of Certification of Eligibility</li> </ul>
b) A system for ensuring the 36-month eligibility requirement is met? <i>Section 1309(2)</i>				<ul style="list-style-type: none"> <li>Copies of Certificate of Eligibility</li> <li>Evidence that forms are reviewed systematically for accuracy and completeness</li> <li>Knowledge of MIS2000 Components, if applicable</li> </ul>
c) Accurate family data in the MIS2000 database? <i>Section 1308(b)(1)(2)</i>				<ul style="list-style-type: none"> <li>Evidence in MIS2000 Database, if applicable</li> </ul>
d) Accurate educational history? <i>Section 1308(b)(2)(ii)</i>				<ul style="list-style-type: none"> <li>Evidence in MIS2000 Database, if applicable</li> </ul>
e) A system for transferring student records including family data? <i>Section 1308(b)(2)</i>				<ul style="list-style-type: none"> <li>Records to support determination for services</li> <li>Documentation to support selection of students</li> <li>Documentation to support communication of transfer to regional data center</li> </ul>
<b>2. Does the schoolwide or targeted assistance plan have provisions of the following:</b>				
a) A comprehensive needs assessment that addresses special needs for migratory children, preschool through Grade 12? <i>Section 1306</i>				<ul style="list-style-type: none"> <li>District Consolidated Application</li> <li>Schoolwide or Targeted Assistance Plan</li> </ul>
b) Assurances that the unique educational needs of migratory children, preschool through Grade 12 will be met? <i>Section 1304(c)</i>				<ul style="list-style-type: none"> <li>District Consolidated Application</li> <li>Schoolwide or Targeted Assistance Plan</li> </ul>
c) A comprehensive service delivery plan that meets the year round needs of migratory K-8 children? <i>Section 1304</i>				<ul style="list-style-type: none"> <li>District Consolidated Application</li> <li>Schoolwide or Targeted Assistance Plan</li> </ul>
d) A comprehensive service delivery plan that meets the year-round needs of preschool migratory children? <i>Section 1304</i>				<ul style="list-style-type: none"> <li>District Consolidated Application</li> <li>Schoolwide or Targeted Assistance Plan</li> </ul>
e) A comprehensive service delivery plan that emphasizes high school dropout prevention and increased graduation rates? <i>Section 1304</i>				<ul style="list-style-type: none"> <li>District Consolidated Application</li> <li>Schoolwide or Targeted Assistance Plan</li> </ul>
f) Procedures to establish that priority services are given to migratory children who are failing, or most at risk of failing (greatest need), to meet the state's challenging content and student performance standards <b>AND</b> whose education has been interrupted during the regular school year? <i>Section 1304(d)</i>				<ul style="list-style-type: none"> <li>District Consolidated Application</li> <li>Schoolwide or Targeted Assistance Plan</li> <li>Records to support determination for services</li> <li>Documentation to support selection of students</li> </ul>
g) Plans for professional development programs for teachers and other program personnel to specifically assist the education of migrant children? <i>Section 1304(c)(6)(B)</i>				<ul style="list-style-type: none"> <li>Professional Development Plan</li> <li>Schoolwide or Targeted Assistance Plan</li> <li>School Improvement Plan</li> </ul>
h) Equal access for migratory student to to: 1) public preschool programs? 2) extended school programs? 3) Title I, Title III, and other supplemental programs provided during the regular school day? <i>Section 1306(b)(2)</i>				<ul style="list-style-type: none"> <li>District Consolidated Application</li> <li>Schoolwide or Targeted Assistance Plan</li> <li>Participant rosters for programs</li> </ul>

	Y	N	N/A	Possible Indicators/Comments
i) A method to include migrant parents/ guardians in meaningful dialogue concerning operation of the Migrant Education Program (MEP) to ensure the migratory children meet the same challenging, academic achievement standards that all children are expected to meet? <i>Section 1304(c)(3)</i>				<ul style="list-style-type: none"> <li>• Minutes of parent advisory committee meetings</li> <li>• Meeting agenda(s)</li> <li>• Dated and titled sign-in sheets</li> </ul>
<b>3. Does the district have in place and/or implement?</b>				
a) Advocacy programs to help migrant families overcome cultural and language barriers as well as social isolation in the school setting? <i>Section 1301(5)</i>				<ul style="list-style-type: none"> <li>• List of Local Agencies</li> <li>• Documentation of referrals if applicable</li> <li>• Schoolwide or Targeted Assistance Plan</li> <li>• District Consolidated Application/Plan</li> <li>• Home/School Liaison documentation</li> </ul>
b) A system to access health, nutrition and social services when needed? <i>Section 1304(c)(6)(A)</i>				<ul style="list-style-type: none"> <li>• Documentation of referrals, if applicable</li> <li>• List of local agencies</li> <li>• Schoolwide or Targeted Assistance Plan</li> <li>• District Consolidated Application/Plan</li> </ul>
c) A method for informing migrant parents of each student's adequate yearly progress in a format and language understandable to parents. <i>Section 1304(c)(3)(A)</i>				<ul style="list-style-type: none"> <li>• Documentation of parent communication</li> </ul>
d) A method for informing migrant parents of the availability of family literacy, technology, or other adult education programs? <i>Section 1304(c)(C)(D)</i>				<ul style="list-style-type: none"> <li>• Documentation of parent communication</li> </ul>
4. Are all contracts and agreements for products and services made in accordance with applicable federal and state regulations and audit guidelines? <i>Section 1304(c)(1)(A)</i>				<ul style="list-style-type: none"> <li>• Audit reports</li> <li>• Review of purchase/lease agreements and contracts</li> </ul>

	Y	N	N/A	Possible Indicators/Comments
<b>K. Title I, Part D, Subpart 2 – Education of Neglected/Delinquent Children (Section 1401)</b>				
1. Does the district complete and submit an annual survey to the SDE of the October caseload of children and youth living in locally operated institutions for neglected or delinquent children and youth?				<ul style="list-style-type: none"> <li>• Copy of completed and approved survey</li> </ul>
<b>Does the district administer a Neglected or Delinquent Program? If yes, respond to the following questions. If no, mark N/A to the following questions and proceed to the next section.</b>				
2. Has the district entered into a formal agreement that outlines the program and services to be provided to the population with any facility or institution receiving assistance under Title I, Part D, Subpart 2? <i>Section 1423(2)</i>				<ul style="list-style-type: none"> <li>• District Consolidated Application Plan</li> <li>• Written N/D program description</li> <li>• Written formal agreement(s) or contracts</li> </ul>
3. Is there evidence that participating schools are coordinating with facilities that work with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operated in the local school such youth would attend? <i>Section 1423(3)</i>				<ul style="list-style-type: none"> <li>• District Consolidated Application/Plan</li> <li>• Written N/D program description</li> <li>• Written formal agreement(s) or contracts</li> <li>• On-site visits</li> </ul>
4. Is there evidence of a program operated by participating schools for children and youth returning from correctional facilities? <i>Section 1423(4)</i>				<ul style="list-style-type: none"> <li>• District Consolidated Application/Plan</li> <li>• Written N/D program description</li> <li>• On-site visits</li> </ul>
5. Does the district provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth?				<ul style="list-style-type: none"> <li>• District Consolidated Application/Plan</li> </ul>
6. If appropriate, is there evidence that schools coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children and youth, or other participating youth? <i>Section 1423(6)</i>				<ul style="list-style-type: none"> <li>• District Consolidated Application/Plan</li> <li>• Written N/D program description</li> <li>• Written formal agreement(s)</li> <li>• On-site visits</li> </ul>
7. If appropriate, does the district have any partnership with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring services to participating students? <i>Section 1423(7)</i>				<ul style="list-style-type: none"> <li>• District Consolidation Application/Plan</li> <li>• Written N/D program description</li> <li>• Written formal agreement(s)</li> </ul>
8. If appropriate, is there evidence that the program will involve parents in efforts to improve the education achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities? <i>Section 1423(8)</i>				<ul style="list-style-type: none"> <li>• District Consolidation Application/Plan</li> <li>• Written N/D program description</li> <li>• Written formal agreement(s)</li> <li>• On-site visits</li> </ul>
9. Is there evidence that the program coordinates with other federal, state, and local programs? <i>Section 1423(9)</i>				<ul style="list-style-type: none"> <li>• District Consolidation Application/Plan</li> <li>• Written N/D program description</li> </ul>
10. Is there evidence that the program coordinates with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs? <i>Section 1423(10)</i>				<ul style="list-style-type: none"> <li>• District Consolidation Application/Plan</li> <li>• Written N/D program description</li> </ul>
11. If appropriate, is there evidence that schools work with probation officers to assist in meeting the needs of the children and youth returning from correctional facilities? <i>Section 1423(11)</i>				<ul style="list-style-type: none"> <li>• District Consolidation Application/Plan</li> <li>• Written N/D program description</li> <li>• Written formal agreement(s)</li> <li>• On-site visits and phone logs</li> <li>• Sign-in records from probation officers</li> </ul>
12. Is there evidence of the efforts participating schools make to ensure correctional facilities working with children and youth are aware of a student's existing individualized education program? <i>Section 1423(12)</i>				<ul style="list-style-type: none"> <li>• District Consolidation Application/Plan</li> <li>• Written N/D program description</li> <li>• Written formal agreement(s)</li> <li>• On-site visits</li> </ul>

	Y	N	N/A	Possible Indicators/Comments
				<ul style="list-style-type: none"> <li>• Intake documents</li> </ul>
13. If appropriate, do participating schools take steps to find alternative placements for children and youth interested in continuing their education but unable to participate in a regular public school program? <i>Section 1423(13)</i>				<ul style="list-style-type: none"> <li>• District Consolidation Application/Plan</li> <li>• Written N/D program description</li> <li>• Written formal agreement(s)</li> <li>• On-site visits</li> <li>• Documentation of alternative education placement</li> </ul>
14. Are funds used to operate the following: <i>Section 1424</i> <i>NOTE: A district that serves a school operated by a correctional facility is not required to provide a program of support if more than 30% of the students will reside outside the boundaries of the district after leaving the facility. Section 1422(b)</i>				
a) Programs that serve children and youth returning to local schools from correctional facilities, to assist in the transition of children and youth to the school environment and help them remain in school in order to complete their education?				<ul style="list-style-type: none"> <li>• District Consolidation Application/Plan</li> <li>• Written N/D program description</li> <li>• Written formal agreement(s)</li> <li>• On-site visits</li> <li>• Dropout prevention plan</li> </ul>
b) A dropout prevention program that targets at-risk children and youth?				<ul style="list-style-type: none"> <li>• District Consolidation Application/Plan</li> <li>• Written N/D program description</li> <li>• Written formal agreement(s)</li> <li>• On-site visits</li> <li>• Dropout prevention plan</li> </ul>
c) The coordination of health and social services for children and youth that will improve the likelihood that the individual will complete their education?				<ul style="list-style-type: none"> <li>• District Consolidation Application/Plan</li> <li>• Documentation of dropout prevention activities/programs</li> <li>• On-site visits</li> <li>• Documentation of Health/Psych evaluations, etc.</li> </ul>
d) Special programs to meet the unique academic needs of participating children and youth?				<ul style="list-style-type: none"> <li>• District Consolidation Application/Plan</li> <li>• Documentation of dropout prevention activities/programs</li> <li>• On-site visits</li> </ul>
e) Programs providing mentoring and peer mediation?				<ul style="list-style-type: none"> <li>• District Consolidation Application/Plan</li> <li>• Documentation of dropout prevention activities/programs</li> <li>• On-site visits</li> <li>• Formal agreements</li> </ul>
15. Is there evidence that funds are allocated based on need; e.g., concentration of poverty, dropout rates, other objective indicators or educational needs? <i>(If a school receiving Part D, Subpart 2 funds is not a Title I, Part A participating school, district must identify the at-risk youth enrolled in the school that will receive Part D services)</i>				<ul style="list-style-type: none"> <li>• Working notes for selecting schools and/or students</li> <li>• Written procedures/criteria for allocating funds</li> </ul>
16. Does the district exercise administrative control and assume responsibility for monitoring the funded programs to ensure compliance with any formal agreements and applicable statutory and regulatory requirements?				<ul style="list-style-type: none"> <li>• Evidence of district-level person assigned to monitoring the program(s)</li> <li>• Written records/schedules of monitoring visits</li> <li>• Evaluation report</li> </ul>
17. Does the district conduct a program evaluation using multiple and appropriate measures of student progress, at least once every three years to determine Part D's impact on the ability of participants to: (a) maintain and improve educational achievement; (b) accrue school credits that meet state requirements for grade promotion and secondary school graduation; (c) make the transition to a regular program or the education program operated by the district; and (d) complete secondary school (secondary equivalency requirements) and obtain employment after				<ul style="list-style-type: none"> <li>• District Consolidated Application/Plan</li> <li>• Evaluation procedures and schedule for evaluation</li> <li>• Evaluation instruments/measures</li> <li>• Evaluation reports</li> <li>• Student testing data</li> <li>• Reports on student progress toward graduation or GED</li> <li>• Documentation of employment and/or enrollment in Higher Education</li> </ul>

	Y	N	N/A	Possible Indicators/Comments
leaving the institution? <i>Section 1431(a)</i>				
18. Does the district use multiple and appropriate measures of student progress? <i>Section 1431(c)</i>				<ul style="list-style-type: none"> <li>• Review of data sources and data used to measure and report student progress</li> </ul>
19. Is there evidence that the program evaluation results are submitted to the SDE? <i>Section 1431(d)(1)</i>				<ul style="list-style-type: none"> <li>• Evidence of data sources and data used to measure and report student progress</li> <li>• Copy of program evaluation results</li> </ul>
20. Does the district use the results of evaluations to plan and improve subsequent programs for participating children and youth? <i>Section 1431(d)(2)</i>				<ul style="list-style-type: none"> <li>• Evidence of use of evaluation results</li> <li>• On-site visits</li> <li>• Copy of submitted report</li> <li>• Committee meeting notes on recommendations</li> </ul>
21. Are all contracts and agreements for products and services made in accordance with applicable federal and state regulations and audit guidelines?				<ul style="list-style-type: none"> <li>• Audits reports</li> <li>• Review of purchase/lease agreements and contracts</li> <li>• Expenditure review documentation</li> </ul>
22. Is there evidence to indicate that the program is implemented in accordance with applicable federal and state regulations and audit guidelines?				<ul style="list-style-type: none"> <li>• Consolidated Application</li> <li>• District site visit reports</li> <li>• On-site visits</li> <li>• Expenditure review documentation</li> </ul>

	Y	N	N/A	Possible Indicators/Comments
<b>L. Participation of Children Enrolled in Private Schools</b>				
NOTE: This section applies to all federal fund sources regarding services to students and teachers in private schools.				
<p style="text-align: center;"> <b>Title I, Part A – Participation of Children Enrolled in Private Schools</b>  <b>Title I, Part B, Subpart 3 – Even Start Family Literacy Programs</b>  <b>Title I, Part C – Education of Migratory Children</b>  <b>Title II, Part A - Teacher and Principal Training and Recruiting Fund</b>  <b>Title III, Part A – English Language Acquisition, Language Enhancement, and Academic Achievement Act</b>  <b>Title IV, Part B – 21<sup>st</sup> Century Community Learning Centers</b>  <b>Title IX, Part E – Uniform Provisions – Subpart 1 – Private Schools</b> </p>				
1. Does the district provide timely and meaningful consultation with nonpublic school officials on the availability of funds to provide services to eligible private school students (as appropriate)? <i>(All applicable fund sources) Section 1120(a)(1); 9501(b); 5142(a)</i>				<ul style="list-style-type: none"> <li>• Written communication and dated documentation</li> </ul>
2. If nonpublic schools choose not to participate in Title I services, is documentation available to reflect that the schools were notified and that they elected not to participate? <i>(All applicable fund sources) Section 1120(b)(4)</i>				<ul style="list-style-type: none"> <li>• Written communication and dated documentation</li> </ul>
3. Does the district make private school officials aware of the procedure to file a complaint to the SDE regarding consultation provided by the district? <i>(All applicable fund sources) Section 1120 (b)(5)</i>				<ul style="list-style-type: none"> <li>• Policies and procedures</li> <li>• Written communication and dated documentation</li> </ul>
<b>Does the district provide programs and services to students or teachers in nonpublic schools? If yes, respond to the following questions. If no, mark N/A to the following questions and proceed to the next section.</b>				
4. Does the district ensure that all participating nonpublic schools have registered with the SDE? <i>(All applicable fund sources)</i>				<ul style="list-style-type: none"> <li>• Certificate of Registration issued by the SDE</li> </ul>
5. Does the district maintain written affirmation(s) of the timely and meaningful consultation provided to private school officials? <i>(All applicable fund sources) Section 1120(b)(4); 9501(C)(1)</i>				<ul style="list-style-type: none"> <li>• Written affirmation of consultation(s) signed by each appropriate private school official</li> <li>• Agendas, meeting minutes, sign-in sheets</li> </ul>
6. As appropriate, does the district ensure that participating students and teachers in nonpublic schools are provided equitable services? <i>(All applicable fund sources)</i>				<ul style="list-style-type: none"> <li>• District Consolidated Application</li> <li>• Sign-in sheets/documentation for professional development sessions</li> <li>• Sign-in sheets/documentation of parent involvement activities</li> </ul>
7. Does the district retain control of and include in its inventory (materials, equipment, property), items purchased with federal funds for use in nonpublic schools? <i>(All applicable fund sources) Section 1120(d)(1); 5142(c); 9501(d)</i>				<ul style="list-style-type: none"> <li>• District Consolidated Application</li> <li>• District Inventory</li> <li>• Sample of labels affixed to items</li> <li>• Written communication and dated documentation</li> </ul>
8. Does the district provide timely and meaningful consultation during the design, development, and implementation, for <b>Title I services</b> , of the following: <i>Section 1120(b)(1)</i>				
a) Identification of the students' needs?				<ul style="list-style-type: none"> <li>• Agendas, meeting minutes, sign-in sheets</li> </ul>
b) Services to be offered?				<ul style="list-style-type: none"> <li>• Agendas, meeting minutes, sign-in sheets</li> </ul>
c) How, where, and by whom the services will be provided?				<ul style="list-style-type: none"> <li>• List of staff providing services</li> <li>• Third party contracts and invoices</li> </ul>

	Y	N	N/A	Possible Indicators/Comments
d) Assessment of the services provided and how the assessment results will be used to improve services provided?				<ul style="list-style-type: none"> <li>• Written documentation of the assessment plan</li> <li>• Agendas, meeting minutes, sign-in sheets</li> </ul>
e) Equitable services to be provided and proportion of funds to be allocated?				<ul style="list-style-type: none"> <li>• Agendas, meeting minutes, sign-in sheets</li> </ul>
9. Is there evidence that the district, in conjunction with nonpublic school officials, has established criteria to identify eligible nonpublic school students for <b>Title I services</b> having the greatest need for special academic assistance: <i>Section 1120(2)(1)</i>				
a) Has the district established multiple educationally related, objective criteria? <i>Section 1115(b)(B)</i>				<ul style="list-style-type: none"> <li>• List of multiple criteria</li> <li>• Copies of worksheets for determining eligibility and selecting students</li> </ul>
b) Is there a rank order listing of eligible students, an indication of a cut-off score, and students that fall below the cut-off score?				<ul style="list-style-type: none"> <li>• List of students and rank ordered eligibility list</li> </ul>
c) Are students with the greatest needs receiving services?				<ul style="list-style-type: none"> <li>• List of students and rank ordered eligibility list</li> <li>• Teacher schedules</li> </ul>
d) Has each participating school established the multiple criteria by which students may exit the program?				<ul style="list-style-type: none"> <li>• Policies and procedures</li> <li>• List of exited students</li> </ul>
e) Has the district ensured that private school children selected for services reside in a participating public school attendance area?				<ul style="list-style-type: none"> <li>• List of students identifying public school attendance area</li> </ul>
10. Is there documentation to support parental refusal of student's participation of <b>Title I services</b> ?				<ul style="list-style-type: none"> <li>• Written communication and dated documentation</li> <li>• Documentation of refusal for any student identified and selected, but not receiving services</li> </ul>
11. Does the implementation plan to provide services to eligible <b>Title I</b> students include and ensure implementation of the following components: <i>Section 1120(a)</i>				
a) Effective methods and instructional strategies that are based on scientifically based research?				<ul style="list-style-type: none"> <li>• District implementation plans for services to private school students</li> </ul>
b) Coordinates with the regular classroom program?				<ul style="list-style-type: none"> <li>• District implementation plans for services to private school students</li> <li>• Written documentation of coordination of regular program</li> </ul>
c) Instruction by highly qualified teachers?				<ul style="list-style-type: none"> <li>• Documentation of credentials of district personnel providing services</li> </ul>
d) High-quality ongoing professional development for teachers and other staff who work with participating children in accordance with Section 1119?				<ul style="list-style-type: none"> <li>• District implementation plans for services to private school students</li> <li>• Sign-in sheets for professional development sessions</li> </ul>
e) Strategies to increase parental involvement with parents of participating children in accordance with Section 1118?				<ul style="list-style-type: none"> <li>• District implementation plans for services to private school students</li> <li>• Written communication and dated documentation</li> </ul>
f) A description of the annual assessment used to determine the progress of the program toward enabling private school participants to meet the agreed-upon standards?				<ul style="list-style-type: none"> <li>• District implementation plans for services to private school students</li> <li>• Analysis of assessment results</li> </ul>
12. Are the <b>Title I services</b> provided to participating nonpublic school students secular, neutral, and nonideological? <i>Section 1120(a)(3)</i>				<ul style="list-style-type: none"> <li>• Review of services provided to nonpublic school students</li> <li>• Documentation of district site visits</li> </ul>

	Y	N	N/A	Possible Indicators/Comments
<b>M. Title II, Part A –Teacher and Principal Quality (Section 2101)</b>				
1. Has the district provided a description of how the activities employed have made a substantial, measurable, and positive impact on student academic achievement? <i>Section 2122(b)(2)</i>				<ul style="list-style-type: none"> <li>• District Consolidated Application</li> <li>• District Professional Development Plan</li> <li>• School Professional Development Plans</li> <li>• Evaluation results of professional development</li> <li>• Review of student assessment scores</li> </ul>
2. Has the district provided a description of how the program has demonstrated positive and measurable results in eliminating the achievement gap? <i>Section 2122(b)(2)</i>				<ul style="list-style-type: none"> <li>• District Consolidated Application</li> <li>• District Professional Development Plan</li> <li>• School Professional Development Plans</li> <li>• Evaluation results of professional development</li> <li>• Review of student assessment scores</li> </ul>
3. Has the district targeted funds to schools that meet one of the following: <i>Section 2122(b)(3)</i>				
a) Have the lowest proportion of highly qualified teachers? <i>Section 2122(b)(3)</i>				<ul style="list-style-type: none"> <li>• Working notes for selecting schools</li> <li>• Written procedures/criteria for allocating funds</li> <li>• Agenda, meeting minutes, and sign-in sheets</li> </ul>
b) Have the largest average class size? <i>Section 2122(b)(3)</i>				
c) Are identified for school improvement under Section 1116(b)? <i>Section 2122(b)(3)</i>				
4. Has the district provided training to enable teachers to:				
a) Teach and address the needs of students with different learning styles, students with disabilities, students with special learning needs, and students with limited English proficiency? <i>Section 2122(b)(9)(A)</i>				<ul style="list-style-type: none"> <li>• District Consolidated Application</li> <li>• District Professional Development Plan</li> <li>• School Professional Development Plan</li> <li>• Agenda, meeting minutes, and sign-in sheets</li> </ul>
b) Improve student behavior in the classroom and identify early and appropriate interventions? <i>Section 2122(b)(9)(B)</i>				
c) Involve parents in their child’s education? <i>Section 2122(b)(9)(C)</i>				
d) Understand and use data and assessments to improve classroom practice and student learning? <i>Section 2122(b)(9)(D)</i>				
5. Are program funds used to promote reform and improve student academic achievement tied to PASS and student performance standards? <i>Section 2122(b)(1)(A)(i)</i>				<ul style="list-style-type: none"> <li>• District Consolidated Application</li> <li>• District Professional Development Plan</li> <li>• School Professional Development Plans</li> <li>• Agenda, meeting minutes, and sign-in sheets</li> </ul>
6. Is there evidence that scientifically research based strategies and interventions are applied?				<ul style="list-style-type: none"> <li>• District Consolidated Application</li> <li>• District Professional Development Plan</li> <li>• School Professional Development Plans</li> <li>• Agenda, meeting minutes, and sign-in sheets</li> </ul>
7. Has the district provided a description of how activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement? <i>Section 2122 (b)(1)(B)</i>				<ul style="list-style-type: none"> <li>• District Consolidated Application</li> <li>• District Professional Development Plan</li> <li>• School Professional Development Plans</li> <li>• Agenda, meeting minutes, and sign-in sheets</li> </ul>
8. Has the district provided a description of how professional development activities will be made available to teachers and principals? <i>Section 2123(a)(3)</i>				<ul style="list-style-type: none"> <li>• District Consolidated Application</li> <li>• District Professional Development Plan</li> <li>• School Professional Development Plans</li> <li>• Written communication</li> </ul>

	Y	N	N/A	Possible Indicators/Comments
9. Are program funds used to develop and implement initiatives to assist in recruiting highly qualified teachers, and hiring highly qualified teachers who will be assigned teaching positions within their fields, including: <i>Section 2123(a)(2)(C)</i>				<ul style="list-style-type: none"> <li>• District Consolidated Application</li> <li>• District Professional Development Plan</li> <li>• School Professional Development Plans</li> <li>• Agenda, meeting minutes, and sign-in sheets</li> </ul>
a) Providing scholarships, signing bonuses, or other financial incentives, such as differential pay? <i>Section 2123(a)(2)(A)</i>				
b) Recruiting and hiring highly qualified teachers to reduce class size, particularly in the early grades? <i>Section 2123(a)(2)(B)</i>				
c) Establish programs that train and hire regular and special education teachers and/or teachers of special needs children, recruit qualified professionals from other fields, provide increased opportunities for minorities, individuals with disabilities, and other individuals underrepresented in the teaching profession? <i>Section 2123(a)(2)(C)(ii)</i>				
10. Does the district provide professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals concerning effective instructional practices? <i>Section 2123 (a)(3)(A)</i>				<ul style="list-style-type: none"> <li>• District Consolidated Application</li> <li>• District Professional Development Plan</li> <li>• School Professional Development Plans</li> <li>• Agenda, meeting minutes, and sign-in sheets</li> </ul>
11. Does the Title II program have a multifaceted needs assessment to determine local needs for professional development and hiring that contains the following components? <i>Section 2122(b)(8)</i>				
a) Evidence of involvement of teachers, including teachers participating in Title I, Part A, paraprofessionals, principals, and parents in the needs assessment and in development of the resulting plan? <i>Section 2122(b)(7) &amp; (C)(1)</i>				<ul style="list-style-type: none"> <li>• Related working notes and written communications</li> <li>• Agenda, meeting minutes, and sign-in sheets</li> </ul>
b) Professional development activities of sufficient duration and intensity to have a positive and lasting impact on student academic achievement in the classroom? <i>Section 2122(b)(1)(B)(2)</i>				<ul style="list-style-type: none"> <li>• District Professional Development Plan</li> <li>• School Professional Development Plan</li> </ul>
c) Professional development activities that are aligned with and tied to Priority Academic Student Skills (PASS) and student academic achievement standards, and state assessments are consistent with the needs assessment? <i>Section 2122 (b)(1)(A)(i)</i>				<ul style="list-style-type: none"> <li>• District Professional Development Plan</li> <li>• School Professional Development Plan</li> <li>• Needs Assessment results</li> </ul>
d) An assurance that the Title II program will be evaluated annually? <i>Section 2122(b)(9)</i>				<ul style="list-style-type: none"> <li>• District Consolidated Application</li> <li>• Written plan for evaluating professional development</li> </ul>
e) A description of how Title II-funded activities will give teachers subject matter knowledge and teaching skills, and principals instructional leadership skills? <i>Section 2123(b)(3)(B)</i>				<ul style="list-style-type: none"> <li>• District Consolidated Application</li> </ul>
f) A description of the coordination with similar state and local professional development activities. (i.e., Title I, Reading First, Class Size Reduction [CSR] programs, IDEA) <i>Section 2122(b)(5)(A)</i>				<ul style="list-style-type: none"> <li>• District Consolidated Application</li> <li>• Written plan for evaluation professional development</li> <li>• Agenda, meeting minutes, and sign-in sheets</li> </ul>
g) Provision for an annual evaluation and analysis of evaluation results used in planning for the subsequent year's program? <i>Section 2112(B)(9)</i>				<ul style="list-style-type: none"> <li>• District Consolidated Application</li> <li>• Written plan for evaluation professional development</li> <li>• Agenda, meeting minutes, and sign-in sheets</li> </ul>

	Y	N	N/A	Possible Indicators/Comments
12. Has the district developed and implemented initiatives to promote retention of highly qualified teachers and principals, particularly within schools with a high percentage of low-achieving students? <i>Section 2123(a)(2)(A)(i)</i>				<ul style="list-style-type: none"> <li>• District Consolidated Application</li> <li>• District Professional Development Plan</li> <li>• School Professional Development Plans</li> </ul>
13. Are all contracts and agreements for products and services made in accordance with applicable federal and state regulations and audit guidelines?				<ul style="list-style-type: none"> <li>• Audit reports</li> <li>• Review of purchase/lease agreements and contracts</li> </ul>
14. Are all teachers funded with Title II certified and highly qualified for the subject area in which they teach? <i>Section 2123(a)(2)</i>				<ul style="list-style-type: none"> <li>• Records of teacher certification</li> <li>• Current schedule of teacher assignments with classes listed</li> </ul>
15. Is there evidence that each teacher who is paid with Title II/CSR funds, teaching assignment is congruent with the assignment reported to the SDE?				<ul style="list-style-type: none"> <li>• Accreditation Report</li> <li>• Current schedule of teacher assignments with classes listed</li> </ul>
16. Does the district ensure that funds are used to supplement, and not supplant, previously available federal, state, and locally funded teachers units? <i>Section 2123(b)</i>				<ul style="list-style-type: none"> <li>• District Consolidated Application</li> <li>• Class Size Reduction Survey, if applicable</li> </ul>
17. Does the district provide an annual report to the SDE on its progress in reducing class size; increasing the percentage of classes in core academic areas taught by highly qualified teachers; and, on the impact that hiring additional highly qualified teachers and reducing class size has had on increasing student academic achievement?				<ul style="list-style-type: none"> <li>• District Consolidated Application</li> <li>• Class Size Reduction Survey, if applicable</li> </ul>
18. Does the district keep records of professional development and teacher preparation?				<ul style="list-style-type: none"> <li>• Database or tracking system of professional development</li> <li>• Agendas, meeting minutes, sign-in sheets</li> </ul>
19. Does the district disseminate district and school site report cards with the required teacher information?				<ul style="list-style-type: none"> <li>• Copies of district and school site report cards that meet federal requirements</li> <li>• Dissemination plan</li> </ul>
20. Does the district maintain fiscal effort in accordance with Section 1120A and Section 9521?				<i>NOTE: Maintenance of Effort is calculated annually by the SDE</i>
21. Is there evidence of the most recent A-133 single audit report?				<ul style="list-style-type: none"> <li>• Copy of single audit report</li> </ul>
22. Is there were findings regarding Title II, Part A on the A-133 single audit, does the district provide evidence of a corrective action plan?				<ul style="list-style-type: none"> <li>• Copy of single audit report with findings</li> <li>• Corrective action plan addressing the findings</li> <li>• Copy of the district's policies and procedures for the resolution of audit findings</li> </ul>

	Y	N	N/A	Possible Indicators/Comments
<b>N. Title V, Part A – Innovative Programs (Section 5101)</b>				
1. Complete and submit reports as required by the SDE or the USDE such as the Annual Title V Evaluation.				<ul style="list-style-type: none"> <li>• Copy of annual District Evaluation report</li> </ul>
2. Are funds used in the district to support one or more of the twenty-seven innovative assistance programs listed in Section 5131(a) of Title V?				
a) Does the District Consolidated Application clearly describe the innovative assistance program(s) to be implemented?				<ul style="list-style-type: none"> <li>• District Consolidated Application</li> </ul>
b) Are funds used to support needs described in the District Consolidated Workbook?				<ul style="list-style-type: none"> <li>• District budget comparison with the District Consolidated Workbook</li> </ul>
c) Are the programs selected (1) tied to promoting challenging academic content standards, (2) used to inform student academic achievement, (3) part of an overall education reform strategy.				<ul style="list-style-type: none"> <li>• District Consolidated Application</li> <li>• Copy of District Evaluation report</li> </ul>
3. Does the district's Title V program complement federal and state goals and/or other district/school reform efforts?				<ul style="list-style-type: none"> <li>• District Consolidated Application</li> </ul>
4. Does the district use Title V funds only to supplement and, to the extent practical, increase the level of funds that would, in the absence of funds made available under Title V, be made available from nonfederal sources?				<ul style="list-style-type: none"> <li>• District Consolidated Application</li> </ul>
5. Is there evidence of the overall impact of Title V on the improvement of student achievement, specifically on schools' curriculum and instruction and staff qualifications?				<ul style="list-style-type: none"> <li>• Annual District Evaluation report</li> <li>• Professional development activities</li> </ul>
6. Are all contracts and agreements for products and services made in accordance with applicable federal and state regulation and audit guidelines?				<ul style="list-style-type: none"> <li>• Review of lease/purchase agreements</li> <li>• Professional development contracts</li> </ul>
7. Are salaries provided from Title V funds in accordance with applicable federal and state regulation and audit guidelines?				<ul style="list-style-type: none"> <li>• Extra duty contracts</li> <li>• Staff contracts</li> <li>• Time and effort documentation</li> </ul>
8. Is there evidence of private nonprofit school consultation and service to those eligible?				<ul style="list-style-type: none"> <li>• Documentation of notification of procedure to participate</li> <li>• Procedure for providing services or materials to private nonprofit entities</li> <li>• Meeting agenda, sign-in sheets, and minutes</li> </ul>
9. Does the district include on its inventory all materials/equipment purchased with federal funds and the location of the purchases?				<ul style="list-style-type: none"> <li>• Invoices or purchase orders for inventory</li> <li>• Inventory records</li> </ul>
10. Is appropriate time and effort documentation provided, if applicable? <i>Office of Management and Budget (OMB) Circular A-87</i> <i>NOTE: Documentation is required for all personnel that are paid either fully or partially with federal funds.</i>				<ul style="list-style-type: none"> <li>• Approved time and effort documents for each individual paid in whole or part with federal funds</li> </ul>

	Y	N	N/A	Possible Indicators/Comments
<b>O. Title VI – Rural, Low-Income School Program (RLIS) – Federal Programs (Section 6221)</b>				
1. Are Title VI RLIS funds used in accordance with NCLB and the approved plan on file at the SDE?				<ul style="list-style-type: none"> <li>Title VI Plan from the NCLB Consolidated Application</li> <li>Evidence of Title VI expenditures (purchase orders, contracts, staffing, etc.)</li> </ul>
2. Are Title VI RLIS funds used to address needs that have been identified through a comprehensive needs assessment?				<ul style="list-style-type: none"> <li>Evidence of the process and results of the needs assessment reported in the NCLB Consolidated Application related to Title VI</li> </ul>
3. Are the grant funds used to support programs that have specific measurable goals and objectives that increase student academic achievement and/or decrease student dropout rates? <i>Title VI Section 6223 (b)</i>				<ul style="list-style-type: none"> <li>Title VI Plan from the District Consolidated Application</li> <li>Evidence to tie the use of Title VI funds to specific measurable goals and objectives determined by the district</li> </ul>
4. Has the district made adequate yearly progress (AYP) for the past three years? <i>Title VI Section 6224 (e)</i>				<ul style="list-style-type: none"> <li>Evidence of AYP</li> </ul>
5. If question number 4 is no, does the district use all of its Title VI funds for district improvement activities addressing areas of needs? <i>Title VI Section 6224(e)</i>				<ul style="list-style-type: none"> <li>District Improvement Plan</li> <li>Accountability Reports</li> <li>Expenditure Reports</li> </ul>
6. Does the district include on its inventory all materials/equipment purchased with Title VI funds?				<ul style="list-style-type: none"> <li>Invoices or purchase orders for inventory</li> <li>Inventory records</li> </ul>
7. Are all contracts and agreements for products and services made in accordance with applicable federal and state regulations and audit guidelines?				<ul style="list-style-type: none"> <li>Review of lease purchase agreements and contracts</li> <li>Audit reports</li> </ul>
8. Are all teachers funded with Title VI RLIS certified and highly qualified for the subject/area in which they teach?				<ul style="list-style-type: none"> <li>List of teachers funded with Title VI</li> <li>Documentation of highly qualified status</li> </ul>
9. Have all reports required by the SDE been submitted and approved as needed?				<ul style="list-style-type: none"> <li>Evidence of report submission</li> <li>Copy of approval notification</li> </ul>
10. Is there evidence of overall impact of Title VI RLIS on the improvement of student achievement and attaining the goal(s) stated in the application?				<ul style="list-style-type: none"> <li>District evaluation that evaluates the overall impact of the strategies funded with Title VI</li> </ul>
11. Does the district use Title VI RLIS funds only to <b>supplement</b> and, to the extent practical, increase the level of funds that would, in the absence of funds available under Title VI, be made available from nonfederal sources?				<ul style="list-style-type: none"> <li>Copy of assurances signed by superintendent</li> <li>Interviews with district/school personnel</li> <li>Review of all evidence</li> </ul>

	Y	N	N/A	Possible Indicators/Comments
<b>P. Title VI – Rural Education Achievement Program (REAP-FLEX) – Federal Programs (Section 621)</b>				
1. Are Title VI REAP-FLEX funds used in accordance with NCLB and the approved plan on file at the SDE?				<ul style="list-style-type: none"> <li>Title VI Plan from the District Consolidated Application</li> <li>Evidence of Title VI expenditures (purchase orders, contracts, staffing, etc.)</li> </ul>
2. Are Title VI REAP-FLEX funds used to address needs that have been identified through a comprehensive needs assessment?				<ul style="list-style-type: none"> <li>Evidence of the process and results of the needs assessment reported in the District Consolidated Application related to Title VI</li> </ul>
3. Are the grant funds used to support programs that have specific measurable goals and objectives that increase student academic achievement and/or decrease student dropout rates? <i>Title VI Section 6211(a)</i>				<ul style="list-style-type: none"> <li>Title VI Plan from the NCLB Consolidated Application</li> <li>Evidence to tie the use of Title VI funds to specific measurable goals and objectives determined by the district</li> </ul>
4. Has the district made adequate yearly progress (AYP) for the past three years? <i>Title VI Section 6213</i>				<ul style="list-style-type: none"> <li>Evidence of AYP</li> </ul>
5. If question number 4 is no, does the district use all of its Title VI funds for district improvement activities addressing areas of need? <i>Title VI Section 6213</i>				<ul style="list-style-type: none"> <li>District Improvement Plan</li> <li>Accountability Reports</li> <li>Expenditure Reports</li> </ul>
6. Does the district include on its inventory all materials/equipment purchased with Title VI funds?				<ul style="list-style-type: none"> <li>Invoices or purchase orders for inventory</li> <li>Inventory records</li> </ul>
7. Are all contracts and agreements for products and services made in accordance with applicable federal and state regulations and audit guidelines?				<ul style="list-style-type: none"> <li>Review of lease purchase agreements and contracts</li> <li>Audit reports</li> </ul>
8. Are all teachers funded with Title VI REAP-FLEX certified and highly qualified for the subject/area in which they teach?				<ul style="list-style-type: none"> <li>List of teachers funded with Title VI</li> <li>Documentation of highly qualified status</li> </ul>
9. Have all reports required by the SDE been submitted and approved as needed?				<ul style="list-style-type: none"> <li>Evidence of report submission</li> </ul>
10. Is there evidence of overall impact of Title VI REAP-FLEX on the improvement of student achievement and attaining the goal(s) stated in the application?				<ul style="list-style-type: none"> <li>District evaluation that evaluates the overall impact of the strategies funded with Title VI</li> </ul>
11. Does the district use Title VI REAP-FLEX funds only to <b>supplement</b> and, to the extent practical, increase the level of funds that would, in the absence of funds available under Title VI, be made available from nonfederal sources?				<ul style="list-style-type: none"> <li>Copy of assurances signed by superintendent</li> <li>Interviews with district/school personnel</li> <li>Review of all evidence</li> </ul>

	Y	N	N/A	Possible Indicators/Comments
<b>Q. Title X, Part C – Homeless Education (Section 723)</b>				
1. Has the district removed barriers that could:				
a) Deny homeless children and youth an opportunity to enroll in school?				<ul style="list-style-type: none"> <li>• Board-approved homeless policies and procedures</li> </ul>
b) Impede attendance and academic success of homeless children and youth?				<ul style="list-style-type: none"> <li>• Board-approved homeless policies and procedures</li> <li>• Public Notice of Rights (letters, memos, etc.)</li> </ul>
2. Does the district have a policy of admitting students regardless of residential status?				<ul style="list-style-type: none"> <li>• Board-approved homeless policies and procedures</li> </ul>
3. Is there evidence that the district policy and procedures are communicated to all school and district personnel?				<ul style="list-style-type: none"> <li>• Written communications and dated documentation</li> <li>• Agendas, minutes, sign-in sheets</li> </ul>
4. Does the district have and communicate to the appropriate personnel:				
a) A system of assigning a student number if an incoming student does not have a social security number?				<ul style="list-style-type: none"> <li>• Written communications and dated documentation</li> </ul>
b) A mechanism for enrolling students pending receipt of the required records of immunizations?				<ul style="list-style-type: none"> <li>• Written communications and dated documentation</li> </ul>
5. Has the district formally designated a person to oversee, coordinate, and monitor the Homeless Education program?				<ul style="list-style-type: none"> <li>• Documentation of appointment or assignment</li> </ul>
6. Does the district have a board approved dispute resolution policy regarding the enrollment of homeless children and youth?				<ul style="list-style-type: none"> <li>• Board-approved policies and procedures</li> <li>• Evidence of the district process for the prompt resolution of disputes</li> </ul>
<b>Does the district administer a Homeless Education Program? If yes, respond to the following questions. If no, mark N/A to the following questions and proceed to the next section.</b>				
7. Does the district maintain a current list of homeless children and youth enrolled in the schools of the district at the preschool, elementary, and secondary levels?				<ul style="list-style-type: none"> <li>• Documentation of the collection of information on homeless children and youth including their place of residence</li> <li>• Documentation that homeless students are included in statewide assessments</li> </ul>
8. Are homeless children and youth automatically provided services under Title I, Part A whether or not they live in a Title I school attendance area or meet other eligibility requirements?				<ul style="list-style-type: none"> <li>• Board-approved policies and procedures</li> <li>• Records of identification homeless children and youth</li> <li>• Documentation of services to reserve funds necessary to provide homeless children and youth comparable services to those attending non-Title I schools</li> </ul>
9. Does the district reserve an appropriate amount of Title I funds for services to homeless children and youth who do not attend Title I schools? <i>NOTE: Homeless children and youth may receive Title I educational and/or support services in non-Title I schools, shelters, or other facilities.</i>				<ul style="list-style-type: none"> <li>• Written procedures</li> <li>• Agendas, minutes, sign-in sheets</li> <li>• District Consolidated Application</li> </ul>
10. Does the district conduct an annual needs assessment to identify the problems and needs of homeless children and youth? <i>NOTE: Needs assessment may be included in a comprehensive needs assessment conducted for the district or a school.</i>				<ul style="list-style-type: none"> <li>• Copy of data collection instruments</li> <li>• Annual needs assessment results</li> <li>• Agenda, minutes, sign-in sheets</li> </ul>
11. Does the district conduct or sponsor professional development for school/district personnel to heighten awareness of the unique problems and needs of homeless children and youth?				<ul style="list-style-type: none"> <li>• District Professional Development Plan</li> <li>• Agenda, meeting minutes, sign-in sheets</li> </ul>
12. Does the district ensure that homeless children and youth are provided educational services needed to allow				<ul style="list-style-type: none"> <li>• Board-approved policies and procedures</li> <li>• Documentation of planning curriculum</li> </ul>

	Y	N	N/A	Possible Indicators/Comments
them to achieve the same challenging state content and student performance standards as all other students?				<ul style="list-style-type: none"> <li>and instruction</li> <li>Academic achievement data for homeless students</li> </ul>
13. Does the district ensure that homeless children, youth are allowed to participate in available programs on the same basis as other students?				<ul style="list-style-type: none"> <li>Procedural guidelines for selecting students for participation in support programs. (e.g., tutoring, before/after school)</li> <li>Documentation of identification of children</li> <li>Documentation of programs conducted</li> </ul>
14. Does the district conduct ongoing assessments and an annual evaluation of the effectiveness of programs for homeless children and youth and use evaluation results to modify programs as needed?				<ul style="list-style-type: none"> <li>Records of monitoring</li> <li>Results of measurement of indicators of effectiveness</li> <li>Annual evaluation reports</li> </ul>
15. Is there evidence that the district conducts outreach to parents of homeless children and youth to inform them of their rights related to the education of their children?				<ul style="list-style-type: none"> <li>Procedural guidelines</li> <li>Documentation of outreach efforts, i.e. letters, phone logs, etc.</li> </ul>
16. Does the district inform parents of homeless children and youth of educational and other resources that are available to their children, such as:				
a) Referrals of homeless children and youth for medical, dental, mental health, and other support services?				<ul style="list-style-type: none"> <li>Written process for referrals</li> <li>Documentation of referrals and follow-up</li> </ul>
b) Students service programs related to violence prevention and behavioral counseling?				<ul style="list-style-type: none"> <li>Written communication and dated documentation</li> <li>Records of services provided</li> </ul>
c) Programs addressing the unique needs for homeless children and youth that may arise from domestic violence?				<ul style="list-style-type: none"> <li>Written communication and dated documentation</li> <li>Records of services provided</li> </ul>
17. Does the district pay the excess cost of transportation not otherwise provided through federal, state, or local funds, to enable homeless children and youth to attend schools selected under Section 722(g)(3) of the McKinney-Vento Homeless Assistance Act?				<ul style="list-style-type: none"> <li>Procedural guidelines</li> <li>Records of payment for transportation</li> </ul>
18. Does the district pay fees and costs associated with tracking, obtaining, and transferring records needed for enrollment of homeless children and youth in school? <i>NOTE: Records may include birth certificates, guardianship records, immunization records, academic records, and evaluations of homeless children and youth for determination of eligibility for other programs and services.</i>				<ul style="list-style-type: none"> <li>Procedural guidelines</li> <li>Other applicable documentation</li> </ul>
19. Does the district provide school supplies to homeless children and youth at shelters, temporary housing facilities, and other locations as appropriate?				<ul style="list-style-type: none"> <li>Procedural guidelines</li> <li>Documentation of acquisition and distribution of supplies</li> </ul>
20. Is there evidence that the district provides extraordinary or emergency services to homeless children and youth to enroll and retain such students in school?				<ul style="list-style-type: none"> <li>Documentation of services provided</li> <li>Retention/enrollment records</li> </ul>
21. Does the district ensure that homeless children and youth are not stigmatized and/or segregated due to their homeless status?				<ul style="list-style-type: none"> <li>Procedural guidelines</li> <li>Interviews with school district/shelter provider personnel</li> </ul>
22. Does the district collaborate with other agencies to provide and/or improve services for homeless children and youth?				<ul style="list-style-type: none"> <li>Documentation of collaborative activities/programs</li> </ul>
23. Does the district have a formal plan for disseminating information about programs for homeless children and youth?				<ul style="list-style-type: none"> <li>Written plan</li> <li>Copies of posters, brochures, ads, etc. and where these are located in the community</li> </ul>
24. Are all contracts and agreements for product and services made in accordance with applicable federal and state regulations and audit guidelines?				<ul style="list-style-type: none"> <li>Audit reports</li> <li>Review of purchase/lease agreements and contracts</li> </ul>

