



NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

Maurice "Mo" Green, Superintendent of Public Instruction

www.dpi.nc.gov

Consolidated Monitoring Instrument

An instrument to monitor grant programs authorized under the Elementary and Secondary Education Act, as amended by The Every Student Succeeds Act

Office of Federal Programs

Monitoring and Support

Date of Last Revision, November 5, 2025

FEDERAL PROGRAM MONITORING AND SUPPORT

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AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Element 1.0 (Consolidated): Consultation with Required Stakeholders in Developing and Revising Plans for the Use of Federal Funds

ESSA Reference: 1112(a)(1)(A), 1112(a)(5), 1304(c)(3), 2102(b)(3), 3116(b)(4)(C), 4106(c), 5222(a)

Indicator: The public school unit (PSU) develops and reviews the use of consolidated federal funds through timely and meaningful consultation with parents, teachers, principals, other school leaders, paraprofessionals, specialized instructional support staff, administrators (including those of applicable Title programs), and other appropriate school personnel and community stakeholders. For PSUs with identified migratory children, migrant staff and family member participation should also be included.

Types of Documentation to be Submitted by PSU:

Dated records refer to a meeting agenda template and events with attendance records of staff and stakeholders' names, affiliations, and roles. Include meeting minutes that help explain activities and attendees' input. Includes other related *documented evidence* to strengthen compliance with the specified Element, ESSA Reference, and Indicator.

Documented evidence refers to authentic documents such as reports, presentations, spreadsheets, letters, brochures, online content, and other accessible documentation to support alignment and compliance with the specified Element, ESSA References, and Indicator.

District (D)	District Selected Schools (SS)	Charter and LAB (CL) Schools
1.1.D - Dated records where the required staff and stakeholders were involved in developing PSU's plan for using federal funds. Refer to CCIP's Consolidated Application, Title I, Grant Details #1, and include other applicable consolidated title funds. 1.2.D - Dated records where the required staff and stakeholders were involved in the periodic review or revision of PSU's plan for the use of federal funds. 1.3.D - Dated records or documented evidence of the district's support and monitoring process for Title I school plans and the use of funds.	1.4.SS - Dated records where the required staff and stakeholders were involved in the development of the school's plan for using of Title I Federal funds. 1.5.SS - Dated records from meetings or events where staff and stakeholders were involved in the review and/or revision of the school's plan for the use of federal funds.	1.1.CL - Dated records where the required staff and stakeholders were involved in developing PSU's plan for using federal funds. Refer to CCIP's Consolidated Application, Title I, Grant Details #1, and include other applicable consolidated title funds. 1.2.CL - Dated records where the required staff and stakeholders were involved in the periodic review or revision of PSU's plan for the use of federal funds.

Element 2.0 (Consolidated): Equitable Services - Timely and Meaningful Consultation with Private Schools

ESSA Reference: 1112(c)(2), 1117(a)(3)(A), 1117(b), 1117(b)(3), 2102(b)(2)(E), 4106(e)(2)(B), 8501

Indicator: Prior to making any decision that affects the opportunities of eligible private school children to be served, the PSU provides timely and meaningful consultation with private school officials by discussing all necessary information to help them determine if they will participate and share with them the goal of reaching an agreement about the equitable services, if any will be provided. The PSU provided the agreed upon equitable services to the private school students and staff who are eligible for such services, either directly or through contracts with public and private agencies, organizations, and institutions. The PSU continues meeting, as appropriate, with the private schools throughout the implementation and assessment of the services to ensure the continual provision of equitable and effective services to eligible private schoolchildren.

Types of Documentation to be Submitted by PSU:

Dated records refer to a meeting agenda template and events with attendance records of staff and stakeholders' names, affiliations, and roles. Include meeting minutes that help explain activities and attendees' input. Includes other related *documented evidence* to strengthen compliance with the specified Element, ESSA Reference, and Indicator.

Documented evidence refers to authentic documents such as reports, presentations, spreadsheets, letters, brochures, online content, and other accessible documentation to support alignment and compliance with the specified Element, ESSA References, and Indicator.

District (D)	District Selected Schools (SS)	Charter and LAB (CL) Schools
2.1.D - Documented evidence of invitations sent to private school officials to attend meetings (i.e., copy of invitations, certified letter receipts, tracking sheet of addresses). 2.2.D - Dated records of which equitable services were explained to private school officials, and they were provided with the opportunity to accept or decline participation. 2.3.D - Dated records which private school officials engaged in ongoing consultation to facilitate private school participation and/or implemented equitable services. 2.4.D - Documented evidence supporting services such as tracking rosters and tutoring schedules and dated inventories of supplies and materials. 2.5.D - Dated records of professional development part of the agreed-upon equitable services activities.	☒ Element 2.0 Documentation is <i>Not Required</i> for District Selected Schools.	☒ Element 2.0 Documentation is <i>Not Required</i> for Charter and LAB Schools.

Element 3.0 (Consolidated): Understandable Language and Format of Information Disseminated to Parents and Stakeholders

ESSA Reference: 1112(e)(4), 1116(b)(1),1116(d), 1116(f), 1304(c)(3), 3115(c)(3)

Indicator: The district, selected schools, charter, and LAB schools disseminate policies, notifications, and other communications to parents and stakeholders in a language and format that is understandable, including those with limited English proficiency, disabilities, and parents of migrant children. Identifying resources, developing, and implementing plans to ensure written communication and spoken language are accessible is a strategic activity to support compliance. Additionally, second-language documents, spoken language translation services, sign language interpreters, assistive devices for the hearing impaired, braille materials, and accessible print resources are examples of efforts to make information understandable and accessible.

Types of Documentation to be Submitted by PSU:

Dated records refer to a meeting agenda template and events with attendance records of staff and stakeholders' names, affiliations, and roles. Include meeting minutes that help explain activities and attendees' input. Includes other related *documented evidence* to strengthen compliance with the specified Element, ESSA Reference, and Indicator.

Documented evidence refers to authentic documents such as reports, presentations, spreadsheets, letters, brochures, online content, and other accessible documentation to support alignment and compliance with the specified Element, ESSA References, and Indicator.

District (D)	District Selected Schools (SS)	Charter and LAB (CL) Schools
3.1.D - Documented evidence of the district's resources and plans to make written communication and spoken language understandable to all or least to the extent practicable. 3.2.D - Documented evidence of district-level rosters/headcount documentation of English learners and migrant students. 3.3.D - Documented evidence of parent notices for English Learners and migrant students in a language other than English and format that is understandable. 3.4.D - Documented evidence of the District Parent and Family Engagement (PFE) policy and other pertinent district-level correspondences in second language(s) and understandable formats.	3.5.SS - Documented evidence of the school's resources and plans to make written communication and spoken language understandable to all or least to the extent practicable. 3.6.SS - Documented evidence of school-level rosters/headcount documentation of English learners and migrant students. 3.7.SS - Documented evidence of parent notices for English Learners and migrant students in a language other than English and format that is understandable. 3.8.SS - Documented evidence of the school-level Parent and Family Engagement Policy, School Parent Compact, and other pertinent school-level correspondences in second language(s) and understandable formats.	3.1.CL - Documented evidence of the school's resources and plans to make written communication and spoken language understandable to all or least to the extent practicable. 3.2.CL - Documented evidence of school-level rosters/headcount documentation of English learners and migrant students. 3.3.CL - Documented evidence of parent notices for English Learners and migrant students in a language other than English and format that is understandable. 3.4.CL - Documented evidence of the Parent and Family Engagement Policy, School Parent Compact, and other pertinent correspondences in second language(s) and understandable formats.

Element 4.0 (Consolidated): Professional Development

ESSA Reference: 1113(b)(2)(D),1304(c)(7)(B), 2102(b)(2), 2102(b)(2)(F), 2103(b)(3)(B)(v), 2103(b)(3)(E), 2103(b)(3)(H), 2103(b)(3)(I), 2103(b)(3)(J), 2103(b)(3)(L), 2103(b)(3)(M), 2103(b)(3)(O),3115(c)(2), 4107(a)(3)(A)(ii), 4108(5)(A)(ii), 4108(5)(B)(ii)(II), 4108(5)(D), 4109(a)(4)(B), 4109(a)(5)

Indicator: The district, selected schools, charter schools, and LAB schools provide high-quality professional development (PD) that is: (1) evidence-based, (2) aligned with approved plans for the use of applicable funds, (3) planned with input from teachers and other staff members, (4) designed to enable staff to help all children meet the state's academic achievement standards, and (5) focused on closing the achievement gap between low-income and minority students and their peers. As applicable, this includes professional development activities that support high-quality, comprehensive educational programs for migratory children (Title I-C) and English learners (Title III-A) by enhancing the skills and knowledge of all relevant teachers, principals, other school leaders, administrators, and community-based personnel.

Types of Documentation to be Submitted by PSU:

Dated records refer to a meeting agenda template and events with attendance records of staff and stakeholders' names, affiliations, and roles. Include meeting minutes that help explain activities and attendees' input. Includes other related *documented evidence* to strengthen compliance with the specified Element, ESSA Reference, and Indicator.

Documented evidence refers to authentic documents such as reports, presentations, spreadsheets, letters, brochures, online content, and other accessible documentation to support alignment and compliance with the specified Element, ESSA References, and Indicator.

District (D)	District Selected Schools (SS)	Charter and LAB (CL) Schools
4:1.D - Dated records where teachers and other staff provided input for PD planning at the district-level. 4:2.D - Dated records from professional development focused on eliminating achievement gaps of low-income, minority children, and identified subgroups. 4.3.D - Dated records from professional development aligned to academic achievement standards. 4.4.D - Applicable to PSUs using Title II funds, Dated records from professional development and evidence-based practices aimed at improving instruction and student achievement. 4.5.D - Applicable to PSUs using Title III funds, Dated records from professional development and evidence-based practices aimed at improving instruction for English learners. 4.6.D - Applicable to PSUs using Title IV funds, Dated records from aligned and allowable Title IV activities.	☒ Element 4.0 Documentation is Not Required for District Selected Schools.	4:1.CL - Dated records where teachers and other staff provided input for PD planning and needs. 4:2.CL - Dated records from professional development focused on eliminating achievement gaps of low-income, minority children, and identified subgroups. 4.3.CL - Dated records from professional development aligned to academic achievement standards. 4.4.CL - Applicable to PSUs using Title II funds, Dated records from professional development and evidence-based practices aimed at improving instruction and student achievement. 4.5.CL - Applicable to PSUs using Title III funds, Dated records from professional development and evidence-based practices aimed at improving instruction for English learners. 4.6.CL - Applicable to PSUs using Title IV funds, Dated records from aligned and allowable Title IV activities.

Element 5.0 (Consolidated): The Use of Federal Funds to Supplement, Not Supplant		
ESSA Reference: 1118(b), 1306, 2213(g), 3115(g), 4110, 5232, 8501 Indicator: The PSU does not use federal funds to provide programs or activities that are required by state or local law or to replace programs or activities that would otherwise be supported by state or local laws. If applicable, the PSU uses Title I-Part C and Title III-Part A funds only to supplement the level of federal, state, and local funds that would have been used for respective program purposes.		
Types of Documentation to be Submitted by PSU: Dated records refer to a meeting agenda template and events with attendance records of staff and stakeholders' names, affiliations, and roles. Include meeting minutes that help explain activities and attendees' input. Includes other related <i>documented evidence</i> to strengthen compliance with the specified Element, ESSA Reference, and Indicator. Documented evidence refers to authentic documents such as reports, presentations, spreadsheets, letters, brochures, online content, and other accessible documentation to support alignment and compliance with the specified Element, ESSA References, and Indicator.		
District (D)	District Selected Schools (SS)	Charter and LAB (CL) Schools
5:1.D - Documented evidence of time and effort reports. Include PAR forms for split funded positions and semi-annual certifications for staff being paid from one funding stream. 5:2.D - Documented evidence of funds to supplement, not supplant. This includes evidence at the district and Title I school levels that support federal funds not replacing state and local funds or requirements and supplemental documentation aligned to CCIP, Title I, Grant Details, #17. 5:3.D - Documented evidence that supports and reflects the use of funds in an allowable, reasonable, and necessary manner related to plans and expenditures. 5:4.D - Documented evidence of the most recent comparability report approved.	☒ <i>Element 5.0 Documentation is Not Required for District Selected Schools.</i>	5:1.CL - Documented evidence of time and effort reports. Include PAR forms for split funded positions and semi-annual certifications for staff being paid from one funding stream. 5:2.CL - Documented evidence of funds to supplement, not supplant. This includes evidence that supports Federal funds not replacing state and local funds or requirements, and supplemental documentation relevant to CCIP, Title I, Grant Details, #17. 5:3.CL - Documented evidence that supports and reflects the use of funds in an allowable, reasonable, and necessary manner related to plans and expenditures.

Element 6.0 (Title I-A): The Parents Right To Know and Required Parent Notifications

ESSA Reference: 1111(h)(2), 1112(e)(1)(A), 1112(e)(1)(B)(i), 1112(e)(1)(B)(ii), 1112(e)(2)(A), 1112(e)(2)(B), 1112(e)(3)(C)

Indicator: Each Public School Unit/Title I School distributes to parents and families required Right to Know documents, District/School Report Card, Qualifications of Teachers, Qualifications of Paraprofessionals, Student Taught 4 or more weeks by non-licensed staff, notifications to parents concerning English Language proficiency assessments and services, transparency and notices regarding mandatory assessments and policies.

Types of Documentation to be Submitted by PSU:

Dated records refer to a meeting agenda template and events with attendance records of staff and stakeholders' names, affiliations, and roles. Include meeting minutes that help explain activities and attendees' input. Includes other related *documented evidence* to strengthen compliance with the specified Element, ESSA Reference, and Indicator.

Documented evidence refers to authentic documents such as reports, presentations, spreadsheets, letters, brochures, online content, and other accessible documentation to support alignment and compliance with the specified Element, ESSA References, and Indicator.

District (D)	District Selected Schools (SS)	Charter and LAB (CL) Schools
6.1.D - Documented evidence that the district makes the annual local report card publicly available on the district's website, including for each Title I school served. (note: the district uses an alternative method of communicating the report card for families who may not have internet access and districts without a website).	6.2.SS - Documented evidence used to notify all parents of their right to know the professional qualifications and licensing criteria of teachers and paraprofessionals. 6.3.SS - Documented evidence used to notify parents if their child has been assigned or has been taught for four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements. 6.4.SS - Documented evidence used to notify all parents of their right to know and receive their student's level of achievement and growth on each of the state academic assessments. 6.5.SS - Documented evidence used to notify all parents of their right to know English learner identification protocols, including identification, placement, proficiency levels, assessments used and the results, methods of instruction and programming aligned to supporting the student to meet academic standards, grade-level promotion and graduation.	6:1.CL - Documented evidence that the PSU makes the annual local report card publicly available on their website (note: the PSU uses an alternative method of communicating the report card for families who may not have internet access and PSUs without a website). 6.2.CL - Documented evidence used to notify all parents of their right to know the professional qualifications and licensing criteria of teachers and paraprofessionals. 6.3.CL - Documented evidence used to notify parents if their child has been assigned or has been taught for four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements. 6.4.CL - Documented evidence used to notify all parents of their right to know and receive their student's level of achievement and growth on each of the state academic assessments. 6.5.CL - Documented evidence used to notify all parents of their right to know English learner identification protocols, including identification, placement,

	6.6.SS - <i>Documented evidence</i> used to notify all parents of their rights, affiliated with testing transparency and the purposes of specific assessments, student participation in mandatory testing, scheduling information, results, and affiliated testing policies, procedures, or parental right to opt out of such assessment, where applicable.	proficiency levels, assessments used and the results, methods of instruction and programming aligned to supporting the student to meet academic standards, grade-level promotion, and graduation. 6.6.CL - <i>Documented evidence</i> used to notify all parents of their rights, affiliated with testing transparency and the purposes of specific assessments, student participation in mandatory testing, scheduling information, results, and affiliated testing policies, procedures, or parental right to opt out of such assessment, where applicable.
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Element 7.0 (Title I-A): Required Commitments with Equity Plans and Collaboration with Welfare Agencies

ESSA Reference: 1112(b)(2), 1112(b)(11), 1112(c)(5), 1112(c)(6)

Indicator: Each PSU has an equity plan that addresses disparities related to ineffective, inexperienced, and out of field teachers. Each public school unit (PSU) has a plan that supports efforts to reduce the overuse of discipline practices that remove students from the classroom. The PSU collaborates with state or local welfare agencies and ensures certification and licensures of staff paid with funds.

Types of Documentation to be Submitted by PSU:

Dated records refer to a meeting agenda template and events with attendance records of staff and stakeholders' names, affiliations, and roles. Include meeting minutes that help explain activities and attendees' input. Includes other related *documented evidence* to strengthen compliance with the specified Element, ESSA Reference, and Indicator.

Documented evidence refers to authentic documents such as reports, presentations, spreadsheets, letters, brochures, online content, and other accessible documentation to support alignment and compliance with the specified Element, ESSA References, and Indicator.

District (D)	District Selected Schools (SS)	Charter and LAB (CL) Schools
7.1.D - Documented evidence involving data and evaluative impact connected to the equity plan. 7.2.D - Dated records involving communication, planning, and implementation of the equity plan. 7.3.D - Documented evidence of district efforts to reduce the removal of students from classrooms and missing instruction due to behavior or disciplinary consequences (if Title I is used for preschool, documentation should include such programs and classrooms). 7.4.D - Documented evidence of collaborative planning, decision making, and training with child welfare agencies and key points of contact. 7.5.D - Dated records of best interest determination forms or decisions supporting a student's transition.	☒ <i>Element 7.0 Documentation is Not Required for District Selected Schools.</i>	7.1.CL - Documented evidence involving data and evaluative impact connected to the equity plan. 7.2.CL - Dated records involving communication, planning, and implementation of the equity plan. 7.3.CL - Documented evidence of efforts to reduce the removal of students from classrooms and missing instruction due to behavior or disciplinary consequences (if Title I is used for preschool, documentation should include such programs and classrooms). 7.4.CL - Documented evidence of collaborative planning, decision making, and training with child welfare agencies and key points of contact. 7.5.CL - Dated records of best interest determination forms or decisions supporting a student and transition.

Element 8.0 (Title I-A): Homeless, Neglected and Delinquent Students

ESSA Reference: 1112(b)(8), 1113(c)(3)(A-C), 1304(b)(1), 1401(a)(3), 1421,1422, 1423, 1423(4), 1431

Indicator: The public school unit (PSU) provides services comparable to those provided to schools funded under Title I to serve homeless children and youths, including providing educationally related support services to children in shelters and other locations where children may live, children in local institutions for neglected children, and if appropriate, children in local institutions for delinquent children and neglected or delinquent children in community day programs. The PSU ensures that each facility entering into agreement with the PSU meets all requirements under Section 1423, as appropriate.

Types of Documentation to be Submitted by PSU:

Dated records refer to a meeting agenda template and events with attendance records of staff and stakeholders' names, affiliations, and roles. Include meeting minutes that help explain activities and attendees' input. Includes other related *documented evidence* to strengthen compliance with the specified Element, ESSA Reference, and Indicator.

Documented evidence refers to authentic documents such as reports, presentations, spreadsheets, letters, brochures, online content, and other accessible documentation to support alignment and compliance with the specified Element, ESSA References, and Indicator.

District (D)	District Selected Schools (SS)	Charter and LAB (CL) Schools
8.1.D - Dated records of which staff members planned and provided services for (a) homeless <u>and</u> (b) neglected or delinquent students; examples of evidence include but are not limited to schedules, calendar of events, service logs, and time sheets. 8.2.D - Documented evidence involving communication and outreach, staff training, identification, and enrollment protocols supporting (a) homeless <u>and</u> (b) neglected or delinquent students. 8.3.D - Documented evidence for evaluating programs and services for (a) homeless <u>and</u> (b) neglected or delinquent students. 8.4.D - Documented evidence of budgets and expenditure reports, contracts, invoices, staff, supplies and materials used for eligible (a) homeless <u>and</u> (b) neglected or delinquent students.	☒ Element 8.0 Documentation is <i>Not Required</i> for District Selected Schools.	8.1.CL - Dated records of which staff members planned and provided services for (a) homeless <u>and</u> (b) neglected or delinquent students; examples of evidence include but are not limited to schedules, calendar of events, service logs, and time sheets. 8.2.CL - Documented evidence involving communication and outreach, staff training, identification, and enrollment protocols supporting (a) homeless <u>and</u> (b) neglected or delinquent students. 8.3.CL - Documented evidence for evaluating programs and services for (a) homeless <u>and</u> (b) neglected or delinquent students. 8.4.CL - Documented evidence of budgets and expenditure reports, contracts, invoices, staff, supplies and materials used for eligible (a) homeless <u>and</u> (b) neglected or delinquent students.

Element 9.0 (Title I-A): Use of Title I-A Funds

ESSA Reference: 1112(b)(5), 1113, 1114(b)(7)(A)(iii)(IV), 1304(d), 1304(e), 34 CFR Sec. 200.70, 34 CFR Sec. 200.71

Indicator: The PSU uses the same measure of poverty in determining eligible school attendance areas, rank order and allocations for Title I schools and provides services only in eligible school attendance areas, schools and/or with eligible students, including those living in local institutions for neglected or delinquent children. In addition, use of Title I funds to provide professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. Furthermore, any PSU participating in Title I-C adheres to the Identification and Recruitment (ID&R) and Quality Assurance Standards to identify students for MEP eligibility.

Types of Documentation to be Submitted by PSU:

Dated records refer to a meeting agenda template and events with attendance records of staff and stakeholders' names, affiliations, and roles. Include meeting minutes that help explain activities and attendees' input. Includes other related *documented evidence* to strengthen compliance with the specified Element, ESSA Reference, and Indicator.

Documented evidence refers to authentic documents such as reports, presentations, spreadsheets, letters, brochures, online content, and other accessible documentation to support alignment and compliance with the specified Element, ESSA References, and Indicator.

District (D)	District Selected Schools (SS)	Charter and LAB (CL) Schools
9.1.D - Documented evidence determining the number and percent of low-income students, eligibility for Title I schools, rank order, and Title I allocations for schools. 9.2.D - Documented evidence of teachers and other personnel having input into professional development plans using Title I funds. 9.3.D - Documented evidence of professional development focused on assessment data, learning standards, achievement gaps, and improving instruction and student achievement. 9.4.D - Documented evidence as applicable to PSUs with Title I set aside funds for Neglected, Delinquent or at risk students, include documentation of services provided to students living in local institutions for neglected or delinquent children. 9.5.D - Documented evidence demonstrating that the Occupational Survey is included in the enrollment process and completed Occupational Surveys are provided to NC DPI MEP staff. 9.6.D - For PSUs receiving PRC-051 MEP funds, Documented evidence of MEP Certificates of Eligibility (COE) and proof of participation in DPI-provided training for Identification and Recruitment (ID&R).	☒ Element 9.0 Documentation is <i>Not Required</i> for District Selected Schools.	9.1.CL - Documented evidence determining the number and percent of low-income students, eligibility for Title I school, and use of Title I allocation. 9.2.CL - Documented evidence of teachers and other personnel having input into professional development plans using Title I funds. 9.3.CL - Documented evidence of professional development focused on assessment data, learning standards, achievement gaps, and improving instruction and student achievement. 9.4.CL - Documented evidence as applicable to PSUs with Title I set aside funds for Neglected, Delinquent or at risk students, include documentation of services provided to students living in the charter's residential facility for students who are neglected or delinquent. 9.5.CL - Documented evidence demonstrating that the Occupational Survey is included in the enrollment process and completed Occupational Surveys are provided to NC DPI MEP staff.

Element 10.0 (Title I-A): Schoolwide (SW) Program and Targeted Assistance School (TAS) Program

ESSA Reference: 1115(c), 1114(b)

Indicator: Documentation supports the requirements of Title I schools operating a Schoolwide (SW) Program or Targeted Assistance School (TAS) Program.

Types of Documentation to be Submitted by PSU:

Dated records refer to a meeting agenda template and events with attendance records of staff and stakeholders' names, affiliations, and roles. Include meeting minutes that help explain activities and attendees' input. Includes other related *documented evidence* to strengthen compliance with the specified Element, ESSA Reference, and Indicator.

Documented evidence refers to authentic documents such as reports, presentations, spreadsheets, letters, brochures, online content, and other accessible documentation to support alignment and compliance with the specified Element, ESSA References, and Indicator.

District (D)	District Selected Schools (SS)	Charter and LAB (CL) Schools
10.1.D – Documented evidence of the district providing consultation and support to the Title I schools operating a Schoolwide (SW) Program or Targeted Assistance School (TAS) Program. 10.2.D – Documented evidence of the timely completion and submission of the Eligible School Summary Report (ESSR) and, as applicable, data submissions for Targeted Assistance School (TAS) programs.	10.3.SS – Documented evidence of the Title I school operating a Schoolwide Program conducted a comprehensive needs assessment with evidence of student performance on the academic standards and addressing the needs of children at risk, failing, and not meeting standards. 10.4.SS – Dated records of the Title I school operating a Schoolwide Program had developed, implemented, and monitored a comprehensive plan with the involvement of family members, teachers, and staff. The written comprehensive plan should include evidence supporting all students meeting the state’s academic standards, a schoolwide tiered model to prevent and intervene, and coordination with other programs such as Exceptional Children and Early Childhood. 10.5.SS – Documented evidence of the Schoolwide Program Comprehensive Plan made available to family members and the public. 10.6.SS - Documented evidence of the Targeted Assistance School (TAS) Program using data to identify students with the greatest needs, addressing children at risk, failing, and not meeting standards, therefore needing special assistance, and serving within the TAS	10.1.CL – Documented evidence of the Title I school operating a Schoolwide (SW) Program conducted a comprehensive needs assessment with evidence of student performance on the academic standards and addressing the needs of children at risk, failing, and not meeting standards. 10.2.CL – Dated records of the Title I school operating a Schoolwide Program had developed, implemented, and monitored a comprehensive plan with the involvement of family members, teachers, and staff. The written comprehensive plan should include evidence supporting all students meeting the state’s academic standards, a schoolwide tiered model to prevent and intervene, and coordination with other programs such as Exceptional Children and Early Childhood. 10.3.CL – Documented evidence of the Schoolwide Program Comprehensive Plan made available to family members and the public. 10.4.CL – Documented evidence of the timely completion and submission of the Eligible School Summary Report (ESSR) and, as applicable, data submissions for Targeted Assistance School (TAS) programs.

	Program. Include evidence of continuously assessing the progress of eligible students and adjusting the program to meet the needs of students. 10.7.SS – Documented evidence of a blank letter or template used to notify parents of their child being served within the TAS Program. 10.8.SS – Documented evidence of the TAS Program using evidence-based instructional strategies, programs, and professional development to help eligible children meet the State’s academic standards and coordinate with other programs.	10.5.CL - Documented evidence of the Targeted Assistance School (TAS) Program using data to identify students with the greatest needs, addressing children at risk, failing, and not meeting standards, therefore needing special assistance, and serving within the TAS Program. Include evidence of continuously assessing the progress of eligible students and adjusting the program to meet the needs of students. 10.6.CL – Documented evidence of a blank letter or template used to notify parents of their child being served within the TAS Program. 10.7.CL – Documented evidence of the TAS Program using evidence-based instructional strategies, programs, and professional development to help eligible children meet the State’s academic standards and coordinate with other programs.
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Element 11.0 (Title I-A): Parent and Family Engagement (PFE) Policy, Title I Annual Meeting, School-Parent Compact, Building Capacity, PFE Funds

ESSA Reference: 1112(a)(1)(A), 1112(a)(5), 1304(c)(3), 2102(b)(3), 3116(b)(4)(C), 4106(c), 5222(a)

Indicator: The PSU and each school receiving Title I funds must develop jointly with, agree on with, and distribute a written parent and family engagement policy to parents and family members. PFE includes schools convening an annual Title I meeting to which all parents and family members are invited while covering required agenda items, the school-parent compact, building parent and family capacity for involvement and participation, and reserving PFE funds.

Types of Documentation to be Submitted by PSU:

Dated records refer to a meeting agenda template and events with attendance records of staff and stakeholders' names, affiliations, and roles. Include meeting minutes that help explain activities and attendees' input. Includes other related *documented evidence* to strengthen compliance with the specified Element, ESSA Reference, and Indicator.

Documented evidence refers to authentic documents such as reports, presentations, spreadsheets, letters, brochures, online content, and other accessible documentation to support alignment and compliance with the specified Element, ESSA References, and Indicator.

District (D)	District Selected Schools (SS)	Charter and LAB (CL) Schools
11.1.D - Dated records of a written district PFE policy, developed jointly with, agreed on with, and distributed to family members of Title I schools and posted on the district website (joint development may include a parent advisory committee comprised of a representative group of Title I school family members). 11.2.D - Documented evidence of coordinated support to build the capacity of all participating Title I schools in planning and implementing effective PFE activities to improve student academic achievement, school performance, and increase family engagement. 11.3.D - Dated records evaluating the content and effectiveness of district PFE policy, addressing barriers to family engagement, and strategies to help family members with their children's learning and engage with school personnel/teachers. 11.4.D - Documented evidence that the Title I schools have the means to carry out the requirements of subsections 1116(c-f), convening an annual Title I meeting, implementation of a school-parent compact, building the capacity of family members for effective	11.6.SS - Dated records of a written school PFE policy, developed jointly with, agreed on with, and distributed to Title I school family members and posted on the school website. 11.7.SS - Documented evidence that the Title I school policy describes the means to carry out the requirements of subsections 1116(c-f), convening an annual Title I meeting, implementation of a school-parent compact, building the capacity of family members for effective involvement and partnerships, and accessible and understandable information. 11.8.SS - Dated records of convening an annual Title I meeting to which all parents were invited (the meeting agenda includes Title I purposes, and information; curriculum and assessments used at the school; achievement levels and state academic standards; and opportunities for family member input and suggestions). 11.9.SS - Documented evidence of a school-parent compact jointly developed with family members, outlining how parents, the entire school staff, and students will share the responsibility for improved	11.1.CL - Dated records of a written school PFE policy, developed jointly with, agreed on with, and distributed to Title I school family members and posted on the school website. 11.2.CL - Documented evidence that the Title I school policy describes the means to carry out the requirements of subsections 1116(c-f), convening an annual Title I meeting, implementation of a school-parent compact, building the capacity of family members for effective involvement and partnerships, and accessible and understandable information. 11.3.CL - Dated records evaluating the content and effectiveness of district PFE policy, addressing barriers to family engagement, and strategies to help family members with their children's learning and engage with school personnel/teachers. 11.4.CL - Documented evidence that the Title I school policy describes the means to carry out the requirements of subsections 1116(c-f), convening an annual Title I meeting, implementation of a school-parent compact, building the capacity of family members

involvement and partnerships, and accessible and understandable information. 11.5.D - Documented evidence as applicable to PSUs with a Title I allotment of \$500,000 or more, reserving at least 1% in PFE set-asides with 90% of the 1% distributed among Title I schools to use funds and carry out activities consistent with the policy, supporting programs and professional development that reach family members at home, school, and community, (disseminating information on PFE best practices).	student academic achievement and achieve the State's high standards (the compact shall include communication between teachers and family members on an ongoing basis; parent-teacher conferences in elementary schools; how the compact relates to the individual child's achievement; frequent reports to parents on their children's progress; opportunities to volunteer and participate in their child's class and activities; assurances of regular two-way, meaningful communication between family members and school staff). 11.10.SS - Documented evidence of building parent and family capacity for involvement with curriculum and standards, materials, and training to help parents to work with their children, plans to educate teachers and staff to engage family members, trainings, and meetings to maximize involvement and participation and other activities aligned to the policy.	for effective involvement and partnerships, and accessible and understandable information. 11.5.CL - Dated records of convening an annual Title I meeting to which all parents were invited (the meeting agenda includes Title I purposes, and information; curriculum and assessments used at the school; achievement levels and state academic standards; and opportunities for family member input and suggestions). 11.6.CL - Documented evidence of a school-parent compact jointly developed with family members, outlining how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and achieve the State's high standards (the compact shall include communication between teachers and family members on an ongoing basis; parent-teacher conferences in elementary schools; how the compact relates to the individual child's achievement; frequent reports to parents on their children's progress; opportunities to volunteer and participate in their child's class and activities; assurances of regular two-way, meaningful communication between family members and school staff). 11.7.CL - Documented evidence of building parent and family capacity for involvement with curriculum and standards, training to help parents to work with their children, plans to educate teachers and staff to engage family members, training, and meetings to maximize involvement and participation and other activities aligned to the policy. 11.8.CL - Documented evidence as applicable to PSUs with a Title I allotment of \$500,000 or more, reserving at least 1% in PFE set-asides with 90% of the 1% distributed among Title I schools to use funds and carry out activities consistent with the policy, supporting programs and professional development that reach family members at home, school, and community, (disseminating information on PFE best practices).
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Element 12.0 (Title I-A): Early Childhood Programs and Coordinated Services

ESSA Reference: 1112(b)(8), 1113(c)(3)(A-C), 1304(b)(1), 1401(a)(3), 1421,1422, 1423, 1423(4), 1431

Indicator: The public school unit (PSU) supports, coordinates, and integrates services provided by Title I with early childhood education programs including plans for the transition of participants to local elementary schools and programs.

Types of Documentation to be Submitted by PSU:

Dated records refer to a meeting agenda template and events with attendance records of staff and stakeholders' names, affiliations, and roles. Include meeting minutes that help explain activities and attendees' input. Includes other related *documented evidence* to strengthen compliance with the specified Element, ESSA Reference, and Indicator.

Documented evidence refers to authentic documents such as reports, presentations, spreadsheets, letters, brochures, online content, and other accessible documentation to support alignment and compliance with the specified Element, ESSA References, and Indicator.

District (D)	District Selected Schools (SS)	Charter and LAB (CL) Schools
12.1.D - Documented evidence of protocols and key staff supporting students' transition from early childhood to PSU programs and kindergarten.	12.5.SS - Documented evidence of protocols and key staff supporting students' transition from early childhood to PSU programs and kindergarten.	12.1.CL - Documented evidence of protocols and key staff supporting students' transition from early childhood to PSU programs and kindergarten.
12.2.D - Dated records from early childhood training, outreach efforts, or service planning events.	12.6.SS - Dated records supporting student transition meetings from early childhood programs to the PSU's programs and kindergarten.	12.2.CL - Dated records supporting student transition meetings from early childhood programs to the PSU's programs and kindergarten.
12.3.D - Documented evidence of communication to the parents regarding their child's selection or placement in the PSU.	12.7.SS - Documented evidence of outreach efforts for students transitioning from early childhood programs to the PSU.	12.3.CL - Documented evidence of outreach efforts for students transitioning from early childhood programs to the PSU.
12.4.D - Documented evidence of the Multiple Selection Criteria Worksheet (includes but is not limited to the child development screener results, parent questionnaire, and teacher observation).	12.8.SS - Documented evidence of communication to the parents regarding their child's selection or placement in the PSU.	12.4.CL - Documented evidence of communication to the parents regarding their child's selection or placement in the PSU.
	12.9.SS - Documented evidence that explains or outlines the early learning curriculum and instructional monitoring used in PSU Title I early childhood classrooms.	12.5.CL - Documented evidence of the Multiple Selection Criteria Worksheet (includes but is not limited to the child development screener results, parent questionnaire, and teacher observation).
		12.6.CL - Documented evidence that explains or outlines the early learning curriculum and instructional monitoring used in PSU Title I early childhood classrooms.

Element 13.0 (Title I-A): Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI)

ESSA Reference: 1111(d)(1)(B), 1111(d)(2)(B)

Indicator: The public school unit (PSU) ensures that Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) plans are approved by the board and evaluated annually with input from various stakeholders. The approved plan identifies timely interventions that are supported by a needs assessment of the school.

Types of Documentation to be Submitted by PSU:

Dated records refer to a meeting agenda template and events with attendance records of staff and stakeholders' names, affiliations, and roles. Include meeting minutes that help explain activities and attendees' input. Includes other related *documented evidence* to strengthen compliance with the specified Element, ESSA Reference, and Indicator.

Documented evidence refers to authentic documents such as reports, presentations, spreadsheets, letters, brochures, online content, and other accessible documentation to support alignment and compliance with the specified Element, ESSA References, and Indicator.

District (D)	District Selected Schools (SS)	Charter and LAB (CL) Schools
13.1.D - Dated records involving the planning-development or evaluation of the CSI and TSI plans. 13.2.D - Dated records of board approved CSI and TSI plans that include a description of the interventions that will be implemented. 13.3.D - Documented evidence of schedules and timelines of strategies and goals in approved CSI and TSI plans.	13.4.SS - Documented evidence of the CSI or TSI school's needs assessment. 13.5.SS - Dated records involving the planning-development or evaluation of the CSI and TSI plans. 13.6.SS - Documented evidence of timelines, strategies, goals, and other required activities in CSI and TSI plans.	13.1.CL - Documented evidence of the CSI or TSI school's needs assessment. 13.2.CL - Dated records involving the planning-development or evaluation of the CSI and TSI plans. 13.3.CL - Dated records of board approved CSI and TSI plans that include a description of the interventions that will be implemented. 13.4.CL - Documented evidence of timelines, strategies, goals, and other required activities in CSI and TSI plans.

Element 14.0 (Title II-A): Allowable Use of Title II Funds

ESSA Reference: 2103(b)

Indicator: The PSU uses Title II funds to carry out evidence-based activities as allowable, necessary, and approved in their CCIP application: (1) Developing or improving a fair and quality evaluation system, (2) Developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, (3) Recruiting qualified individuals from other fields, (4) Training and methodologies when reducing class size as an evidence-based strategy, (5) Providing high quality professional development and programs to improve instruction for students with disabilities and English Learners; to increase the knowledge base of teachers, principals, or other leaders on instruction in the early grades and through the age of 8, measuring student progress, and may include joint professional learning and activities with preschool staff and programs and supports the transition to elementary school, (6) Providing training and technical assistance to assist teachers, principal, and leaders with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessment to improve instruction, (7) Providing training and support for school personnel referring students affected by trauma, those at risk of mental illness, sexual abuse and links to appropriate treatment and intervention services, and partnerships between school-based mental health programs with public and private health organizations, (8) Providing training to support the identification of student who are gifted and talented and implementing instructional practices for students early entrance or Kindergarten; and enrichment, acceleration, and curriculum compacting activities, and dual or concurrent enrollment programs in secondary school and postsecondary education, (9) Supporting high quality instruction and support services by school library programs, (10) Providing professional development and other comprehensive systems to promote high-quality instruction and instructional leadership in STEM subjects, including computer science, (11) Use of feedback mechanisms to improve school conditions, including publicly reporting results, (12) Providing high-quality professional development on effective strategies to integrate rigorous academic content, career and technical education, and work-based learning.

Types of Documentation to be Submitted by PSU:

Dated records refer to a meeting agenda template and events with attendance records of staff and stakeholders' names, affiliations, and roles. Include meeting minutes that help explain activities and attendees' input. Includes other related *documented evidence* to strengthen compliance with the specified Element, ESSA Reference, and Indicator.

Documented evidence refers to authentic documents such as reports, presentations, spreadsheets, letters, brochures, online content, and other accessible documentation to support alignment and compliance with the specified Element, ESSA References, and Indicator.

District (D)	District Selected Schools (SS)	Charter and LAB (CL) Schools
14.1.D - Dated records from meetings with required stakeholders concerning the use and review of Title II funds. 14.2.D - Documented evidence of expenditures aligned with the CCIP Title II Grant Details, plans, goals and strategies, and Title II Budget. 14.3.D - Documented evidence if the PSU uses Title II funds to reduce class size, include evidence aligned to the grade levels and class size numbers reflecting the reduction.	☒ Element 14.0 Documentation is <i>Not Required</i> for District Selected Schools.	14.1.CL - Dated records from meetings with required stakeholders concerning the use and review of Title II funds. 14.2.CL - Documented evidence of expenditures aligned with the CCIP Title II Grant Details, plans, goals and strategies, and Title II Budget. 14.3.CL - Documented evidence if the PSU uses Title II funds to reduce class size, include evidence aligned to the grade levels and class size numbers reflecting the reduction.

Element 15.0 (Title IV-A): Allowable Use of Title IV Funds

ESSA Reference: 1112(b)(5), 1113, 1114(b)(7)(A)(iii)(IV), 1304(d), 1304(e), 34 CFR Sec. 200.70, 34 CFR Sec. 200.71

Indicator: Districts use a process to prioritize the distribution of Title IV-A funds to schools served by the PSU (regardless of the Title I status of each specific school) that includes (1) schools with the greatest needs, as determined by the PSU, (2) have the highest percentage or numbers of students counted under section 1124(c), (3) are identified as CSI schools, (4) are implementing TSI plans, and (5) are identified as persistently dangerous public schools as described in section 8532.

For Districts, Charter and LAB Schools, Title IV funds support and are periodically evaluated regarding the effectiveness of these activities specific to (1) well-rounded education opportunities, (2) safe and healthy students and/or (3) effective use of technology. Furthermore, if mental health assessments or services are funded by Title IV-A, the PSU has provided to the parents of children receiving services, written notice describing in detail the service provided, including the purpose for assessment or service, the provider of the assessment or service, when the assessment or service will begin and how long the assessment or service may last and obtained written informed consent from the parent of each participating child under the age of 18.

Types of Documentation to be Submitted by PSU:

Dated records refer to a meeting agenda template and events with attendance records of staff and stakeholders' names, affiliations, and roles. Include meeting minutes that help explain activities and attendees' input. Includes other related *documented evidence* to strengthen compliance with the specified Element, ESSA Reference, and Indicator.

Documented evidence refers to authentic documents such as reports, presentations, spreadsheets, letters, brochures, online content, and other accessible documentation to support alignment and compliance with the specified Element, ESSA References, and Indicator.

District (D)	District Selected Schools (SS)	Charter and LAB (CL) Schools
15.1.D - Documented evidence of the processes used to prioritize the distribution of Title IV-A funds based on student needs, as noted in the indicator box (regardless of the Title I status of the school). 15.2.D - Documented evidence of activities described by the PSU in the Title IV Grant Details section and Goals and Strategies document of CCIP, such as schedules, brochures, presentation materials, invoices, or time sheets. 15.3.D - Documented evidence of PSU's evaluation of Title IV-A activities, including a description of the methodology, data analysis, and results. 15.4.D - Documented evidence if applicable, of mental health services funded by Title IV-A, including templates of notices to parents about services provided and examples of blank parent consent forms.	☒ Element 15 Documentation is Not Required for District Selected Schools.	15.1.CL - Documented evidence of activities described by the PSU in the Title IV Grant Details section and Goals and Strategies document of CCIP, such as schedules, brochures, presentation materials, invoices, or time sheets. 15.2.CL - Documented evidence of the PSU's evaluation of Title IV-A activities, including a description of the methodology, data analysis, and results. 15.3.CL - Documented evidence if applicable, of mental health services funded by Title IV-A, including templates of notices to parents about services provided and examples of blank parent consent forms.

Element 16.0 (Title III): Procedures to Determine English Language Proficiency of Students and Language Fluency of Teachers

ESSA Reference: 3113(b)(2), 3113(b)(3)(A-B), 3116(b)(4)(A), 1112(e)(3)(A-B), 3116(c), 3201(7)

Indicator: The public school unit (PSU) ensures that procedures are in place to determine which students need to be tested for English Language Proficiency and that testing protocols are in place for administering tests, communicating results, and identifying students who will be served as English Learners. The PSU ensures that teachers are fluent in English and any other language used for instruction, including written and oral communication skills for teachers providing services as part of the Language Instruction Educational Plan (LIEP), or in any language instruction program, or when funded by Title III.

Types of Documentation to be Submitted by PSU:

Dated records refer to a meeting agenda template and events with attendance records of staff and stakeholders' names, affiliations, and roles. Include meeting minutes that help explain activities and attendees' input. Includes other related *documented evidence* to strengthen compliance with the specified Element, ESSA Reference, and Indicator.

Documented evidence refers to authentic documents such as reports, presentations, spreadsheets, letters, brochures, online content, and other accessible documentation to support alignment and compliance with the specified Element, ESSA References, and Indicator.

District (D)	District Selected Schools (SS)	Charter and LAB (CL) Schools
16.1.D - Documented evidence of district procedures and testing protocols for identifying English learners, including the use of the WIDA Screener, ACCESS tests, and associated reports.	16.5.SS - Documented evidence of procedures and testing protocols for identifying English learners, including the use of the WIDA Screener, ACCESS tests, and associated reports.	16.1.CL - Documented evidence of procedures and testing protocols for identifying English learners, including the use of the WIDA Screener, ACCESS tests, and associated reports.
16.2.D - Documented evidence of the annual schedule for ACCESS testing.	16.6.SS - Documented evidence of the school schedule for ACCESS testing.	16.2.CL - Documented evidence of the annual schedule for ACCESS testing.
16.3.D - Documented evidence of parent notifications, including but not limited to the results of the initial English Learner identification assessments, program placement, and exiting information.	16.7.SS - Documented evidence of parent notifications, including but not limited to the results of the initial English Learner identification assessments, program placement, and exiting information.	16.3.CL - Documented evidence of parent notifications, including but not limited to the results of the initial English Learner identification assessments, program placement, and exiting information.
16.4.D - Documented evidence of the criteria or standards for determining fluency in written and oral communication skills for teachers, including sample or blank templates used in the process of verifying teacher fluency.		16.4.CL - Documented evidence of the criteria or standards for determining fluency in written and oral communication skills for teachers, including sample or blank templates used in the process of verifying teacher fluency.

Element 17.0 (Title III): Training and Technical Assistance with the English Language Development Standards and the Provision of Instruction for English Learners and/or Immigrant Students

ESSA Reference: 3115(c)(1)(A), 3115(c)(2)(B), 3115(c)(1), 3115(e)(1), 3116(b)(1)

Indicator: The public school unit (PSU) provided training and built the capacity of teachers to understand and implement the WIDA English Language Development (ELD) Standards and deliver quality instruction and services to English Learners. The PSU provided effective language instruction educational programs and services to increase the English language proficiency of English learners. If Title III funds (PRC 111) are received with substantial increases for immigrant children and youth, show the use of funds for activities that provide enhanced instructional opportunities for immigrant children and youth.

Types of Documentation to be Submitted by PSU:

Dated records refer to a meeting agenda template and events with attendance records of staff and stakeholders' names, affiliations, and roles. Include meeting minutes that help explain activities and attendees' input. Includes other related *documented evidence* to strengthen compliance with the specified Element, ESSA Reference, and Indicator.

Documented evidence refers to authentic documents such as reports, presentations, spreadsheets, letters, brochures, online content, and other accessible documentation to support alignment and compliance with the specified Element, ESSA References, and Indicator.

District (D)	District Selected Schools (SS)	Charter and LAB (CL) Schools
17.1.D - Dated records from professional development to assist teachers implementing the WIDA English Language Development (ELD) Standards. 17.2.D - Documented evidence of disseminated ELD standards, such as brochures, handouts, and webpages. 17.3.D - Dated records where educators planned activities to enhance instruction for English learners. 17.4.D - Documented evidence of the services providing instruction for English learners, including the Language Instruction Educational Plan (LIEP). 17.5.D - Dated records from meetings where educators assessed activities, services, and program effectiveness for English learners and immigrant children. 17.6.D - Documented evidence, if Title III-PRC 111 funds are received, show the use of funds for activities that provide enhanced instructional opportunities for immigrant children and youth.	17.7.SS - Documented evidence where teachers planned and engaged in activities to enhance instruction for English learners and immigrant children. 17.8.SS - Documented evidence of school programs and services providing instruction for English learners, including the Language Instruction Educational Plan (LIEP).	17.1.CL - Dated records from professional development to assist teachers implementing the WIDA English Language Development (ELD) Standards. 17.2.CL - Documented evidence of disseminated ELD standards, such as brochures, handouts, and webpages. 17.3.CL - Dated records where educators planned activities to enhance instruction for English learners. 17.4.CL - Documented evidence of the programs and services providing instruction for English learners, including the Language Instruction Educational Plan (LIEP). 17.5.CL - Dated records from meetings where educators assessed activities, services, and program effectiveness for English learners and immigrant children. 17.6.CL - Documented evidence, if Title III-PRC 111 funds are received, show the use of funds for activities that provide enhanced instructional opportunities for immigrant children and youth.

Element 18.0 (Title I, Part C , Migrant Education): Coordination and Integration of Migrant Education Programs		
ESSA Reference: 1306(a)(1)(A,E,G), 1308 (a)(1), 1308(b)(2)(A)		
Indicator: The public school unit (PSU) demonstrates coordination and integration of Migrant Education Program (MEP) with state and local programs and services.		
Types of Documentation to be Submitted by PSU: <i>Dated records</i> refer to a meeting agenda template and events with attendance records of staff and stakeholders' names, affiliations, and roles. Include meeting minutes that help explain activities and attendees' input. Includes other related <i>documented evidence</i> to strengthen compliance with the specified Element, ESSA Reference, and Indicator. <i>Documented evidence</i> refers to authentic documents such as reports, presentations, spreadsheets, letters, brochures, online content, and other accessible documentation to support alignment and compliance with the specified Element, ESSA References, and Indicator.		
District (D)	District Selected Schools (SS)	Charter and LAB (CL) Schools
18.1.D - <i>Dated records</i> and evidence of district MEP staff collaborating with state, other school and local personnel regarding the MEP program, or evidence of using the Migrant Student Information Exchange (MSIX) database.	☒ Element 18 Documentation is <i>Not Required</i> for District Selected Schools.	☒ Element 18 Documentation is <i>Not Required</i> for Charter and LAB Schools.

Element 19.0 (Title I, Part C , Migrant Education): Alignment with MEP State Service Delivery Plan		
ESSA Reference: 1304(c)(4), 1306, 1304(b)(1)		
Indicator: The public school unit (PSU) provides supplemental and instructional services that are aligned with the MEP state Service Delivery Plan and consistent with the approved application for the Title I-C sub-grant.		
Types of Documentation to be Submitted by PSU: <i>Dated records</i> refer to a meeting agenda template and events with attendance records of staff and stakeholders' names, affiliations, and roles. Include meeting minutes that help explain activities and attendees' input. Includes other related <i>documented evidence</i> to strengthen compliance with the specified Element, ESSA Reference, and Indicator. <i>Documented evidence</i> refers to authentic documents such as reports, presentations, spreadsheets, letters, brochures, online content, and other accessible documentation to support alignment and compliance with the specified Element, ESSA References, and Indicator.		
District (D)	District Selected Schools (SS)	Charter and LAB (CL) Schools
19.1.D - Documented evidence of identification and recruitment (ID&R) efforts for eligible migratory children and youth. Evidence includes but is not limited to recruiter logs, ID&R calendar, and district map. 19.2.D - Documented evidence of supplemental activities provided for migratory pre-K and out-of-school youth (OSY). Evidence includes but is not limited to student work samples, pre/post assessment, and services logs. 19.3.D - Documented evidence of supplemental summer activities and programs for migratory students. Evidence includes but is not limited to registration forms, brochures, staff logs, summer program pre/post assessments. 19.4.D - Documented evidence of supplemental and instructional activities provided for K-12 migratory students. Evidence includes but is not limited to MEP staff logs and classroom teacher surveys. 19.5.D - Documented evidence of MEP needs assessments that identifies the students who are priority for service (PFS). 1- Evidence demonstrating that teachers and staff are notified of the services entitled for PFS.	☒ Element 19 Documentation is Not Required for District Selected Schools.	☒ Element 19 Documentation is Not Required for Charter and LAB Schools.

Element 20.0 (Title I, Part C , Migrant Education): Evaluation of Migrant Education Program		
ESSA Reference: 1304(c)(3), 1306(a)(1)(D) Indicator: The Migrant Education Program (MEP) uses academic assessments and other pertinent migrant student data to conduct an annual evaluation of the implementation and outcomes of program activities.		
Types of Documentation to be Submitted by PSU: Dated records refer to a meeting agenda template and events with attendance records of staff and stakeholders' names, affiliations, and roles. Include meeting minutes that help explain activities and attendees' input. Includes other related <i>documented evidence</i> to strengthen compliance with the specified Element, ESSA Reference, and Indicator. Documented evidence refers to authentic documents such as reports, presentations, spreadsheets, letters, brochures, online content, and other accessible documentation to support alignment and compliance with the specified Element, ESSA References, and Indicator.		
District (D)	District Selected Schools (SS)	Charter and LAB (CL) Schools
20.1.D - Documented evidence of invitations to migratory parents and families to district Parent Advisory Council (PAC) meetings. 20.2.D - Dated records from district MEP Parent Advisory Council (PAC) meetings which involve the evaluation of district MEP services. 20.3.D - Documented Evidence demonstrating the use of evaluation instruments to measure the implementation and outcomes of services provided to migratory children and out-of-school youth (OSY). Evidence includes but is not limited to pre and post assessments, student surveys, parent surveys and classroom teacher surveys.	20.4.SS - Documented evidence of invitations to migratory parent and families to Parent Advisory Council (PAC) meetings and other events. 20.5.SS - Dated records from school MEP Parent Advisory Council (PAC) meetings which involve the evaluation of school MEP services.	☒ Element 20 Documentation is Not Required for Charter and LAB Schools.

Element 21.0 (Rural and Low-Income School Program (RLIS)): Applicable to PSUs using Title V, Part B, Subpart 2, PRC 109 Funds

ESSA Reference: 5223(b)(1)

Indicator: The public school unit (PSU) has ensured program requirements and commitments made in the Consolidated funding application align with the intended outcomes for the RLIS program. The PSU has established measurable outcomes for the use of these funds and has a protocol in place for the expenditure of funds.

Types of Documentation to be Submitted by PSU:

Dated records refer to a meeting agenda template and events with attendance records of staff and stakeholders' names, affiliations, and roles. Include meeting minutes that help explain activities and attendees' input. Includes other related *documented evidence* to strengthen compliance with the specified Element, ESSA Reference, and Indicator.

Documented evidence refers to authentic documents such as reports, presentations, spreadsheets, letters, brochures, online content, and other accessible documentation to support alignment and compliance with the specified Element, ESSA References, and Indicator.

District (D)	District Selected Schools (SS)	Charter and LAB (CL) Schools
21.1.D - Dated records of which staff and other stakeholders were involved in the development of PSU's plan for the use of federal funds. 21.2.D - Documented evidence that PSU uses data to identify support activities funded with Title V, Part B funds. 21.3.D - Documented evidence that PSU expenditures of RLIS funds correlate with activities outlined in the approved funding application. 21.4.D - Documented evidence that ensures proper accounting of time and attendance for Title V, Part B paid staff. 21.5.D - Documented evidence of how the PSU evaluates the success of programs and activities toward achieving growth in the specified Measurable Outcomes of the approved application.	☒ Element 21.0 Documentation is Not Required for District Selected Schools.	21.1.CL - Dated records which staff and other stakeholders were involved in the development of the PSU's plan for the use of federal funds. 21.2.CL - Documented evidence that PSU uses data to identify support activities funded with Title V, Part B funds. 21.3.CL - Documented evidence that PSU expenditures of RLIS funds correlate with activities outlined in the approved funding application. 21.4.CL - Documented evidence that ensures proper accounting of time and attendance for Title V, Part B paid staff. 21.5.CL - Documented evidence of how the PSU evaluates the success of programs and activities toward achieving growth in the specified Measurable Outcomes of the approved application.

Element 22.0 (State Agency Title I, Part D subpart 1): Applicable to PSUs using Title I Part D Subpart 1, PRC 047 Funds

ESSA Reference: 1411 [20 U.S.C. 6431], 1412 [20 U.S.C. 6432], 1413 [20 U.S.C. 6433], 1414 [20 U.S.C. 6434], 1415 [20 U.S.C. 6435], 1416 [20 U.S.C. 6436], 1417 [20 U.S.C. 6437], 1418 [20 U.S.C. 6438], 1419 [20 U.S.C. 6439]

Indicator:

- (1) State agencies must offer a regular program of instruction for at least 20 hours per week for youth unless served in an adult correctional facility (15 hours per week).
- (2) State agencies receiving Subpart 1 funds must implement programs and projects that are designed to support educational services that afford youth an opportunity to meet challenging State academic achievement standards.
- (3) A State agency that receives Title I, Part D, Subpart 1 funds must assess the education needs of all eligible children and youth in eligible institutions.
- (4) State agencies must provide appropriate professional development for teachers and other staff.
- (5) The State agency will coordinate programs implemented with funds under this part with existing programs.
- (6) State agencies must evaluate the effectiveness of the program or project and describe how the State agency will use the results of the most recent evaluation under section 8601, which will be used to plan and improve the program.
- (7) Funds are used in a manner consistent with the purpose of this federal award.

Types of Documentation to be Submitted by PSU:

Dated records refer to a meeting agenda template and events with attendance records of staff and stakeholders' names, affiliations, and roles. Include meeting minutes that help explain activities and attendees' input. Includes other related *documented evidence* to strengthen compliance with the specified Element, ESSA Reference, and Indicators.

Documented evidence refers to authentic documents such as reports, presentations, spreadsheets, letters, brochures, online content, and other accessible documentation to support alignment and compliance with the specified Element, ESSA References, and Indicators.

State Operated Programs (SOP)

22.1.SOP - **Documented evidence** of weekly schedule for instruction (including times).

22.2.SOP - **Dated records** which staff members planned or reviewed programs and projects designed to support educational services that afford youth an opportunity to meet challenging State academic achievement standards.

22.3.SOP - **Dated records** from training / outreach activities offered to families, community members, and/or staff members in support of programs and projects designed to support educational services that afford youth an opportunity to meet challenging State academic achievement standards.

22.4.SOP - **Documented evidence** (schedules or calendar of events, tracking log or inventory log of services provided, time sheet logs of staff, expenditure reports or invoices) reflecting programs and projects designed to support educational services that afford youth an opportunity to meet challenging State academic standards.

22.5.SOP - **Documented evidence** of testing calendars and/or schedules.

22.6.SOP - **Documented evidence** related to the evaluation of the instructional program, such as assessment results or surveys with the resulting analyses.

22.7.SOP - **Documented evidence** related to the implementation of the Title I-D program such as staff schedules and/or rosters indicating roles and points of contact between the PSU and external partners, description or list of supplies and materials purchased, description of academic support or other services, and/or communications with community partners.

22.8.SOP - **Dated records** from meetings or events at which staff members planned or reviewed transition services.

22.9.SOP - **Documented evidence** of transition services (calendar, schedule, list).

Appendix: Sample Interview Topics for Public School Units (PSUs) and Stakeholders

The sample topics and content below are aligned to elements and PRCs to assist PSUs and stakeholders with interview questions during monitoring activities.

Elements	Title Funds (PRC)	Sample Topics and Content
*1-5 *Applies to PSUs receiving Title I-A (PRC-0050) and/or Title II-A (PRC 103)	Based on the applicable PRCs within the PSU's Consolidated Application	• The PSU provides consultation regarding the use of Federal funds (parents, teachers, principals, leadership) • Stakeholders provide input with use of Federal funds (parents, teachers, principals, leadership) • Written communication and spoken language are understandable (parents, teachers, principals, leadership) • Processes and decisions with professional development plans and events (teachers, principals, leadership) • Budget oversight (principals, leadership) • Supplement, not supplant (principals, leadership) • School improvement activities and plans (parents, teachers, principals, leadership) • Equitable services and private school consultation (district leadership)
6-13	Title I-A (PRC 050)	• Parent Rights to Know Notifications (parents, teachers, principals, leadership) • Testing transparency and mandatory testing practices (parents, teachers, principals, leadership) • English Language Learner proficiency tests, services, and methods of instruction (parents, principals, leadership) • Teacher and teachers assistant qualifications (parents, teachers, principals, leadership) • School performance report card (parents, teachers, principals, leadership) • Parent involvement (parents, teachers, principals, leadership) • Kindergarten transition plans and activities (parents, teachers, principals, leadership) • School improvement (parents, teachers, principals, leadership) • Title I Annual Meeting (parents, teachers, principals) • School-Parent Compact (parents, teachers, principals, leadership) • Building parent capacity (parents, teachers, principals, leadership) • Parent and Family Engagement Policy (parents, teachers, principals, leadership) • Discipline and practices that decrease student loss of instruction (parents, teachers, principals, leadership) • Comprehensive Needs Assessment (teachers, principals, leadership) • School-wide (SW) and Targeted Assistance Support (TAS) program models (teachers) • Homeless Set-Aside (principals, leadership) • Pre-K programming and services (teachers, principals) • Equity Plans (leadership) • CSI/TSI requirements and support (leadership)
14	Title II-A (PRC 103)	• Processes to determine the use of, management, and effectiveness of Title II funds (leadership)
15	Title IV-A (PRC 108)	• Processes to determine the use of, management, and effectiveness of Title IV funds (leadership)

Appendix (cont.): Sample Interview Topics for Public School Units (PSUs) and Stakeholders

Elements	Title Funds (PRC)	Sample Topics and Content
16-17	Title III-A (PRC 104)	• Procedures and protocols for identifying and serving English learners (parents, teachers, principals, leadership) • English Learner trainings to deliver quality English Learner instruction/services (teachers, principals, leadership) • WIDA standards and Access Testing (teachers, principals, leadership) • English Language (EL) proficiency for students and fluency for teachers/providers (principals, leadership) • School Demographics (principals, leadership)
18-20	Title I-C (PRC 051)	• Coordination, implementation, and evaluation of Migrant Education Programs (MEP) and services (principals, leadership) • MEP services aligned to the state's MEP Service Delivery Plan (leadership)
21	Title V-B (PRC 109)	• Coordination and evaluation of additional resources for rural and low-income schools (principals, leadership) • RLIS fund alignment with allowable activities and services (principals, leadership)
22	Title I-D (PRC 047)	• Instructional hours (teachers, principals, leadership) • Assessments (teachers, principals, leadership) • Professional development and student support (teachers, principals, leadership) • Transition efforts (teachers, principals, leadership) • Use and effectiveness of TIPD funds (leadership)