Consolidated Monitoring

From Process and Preparation to Compliance!

October 21, 2026

Paul Perrotta, Program Administrator – West Region

Dr. Masa Kinsey-Shipp, Program Administrator – Sandhills Region

Table of Contents

- Prepare with Confidence and for Success!

  (**Session Objectives, Purpose, Know the Process, Title I Crate, etc.**)

- Make the Connection!

  (**Use of Funds, Budgets, & Program Implementation**)

- The Consolidated Monitoring Instrument

  (**Big Ideas, Essential Look-fors & Best Practices**)

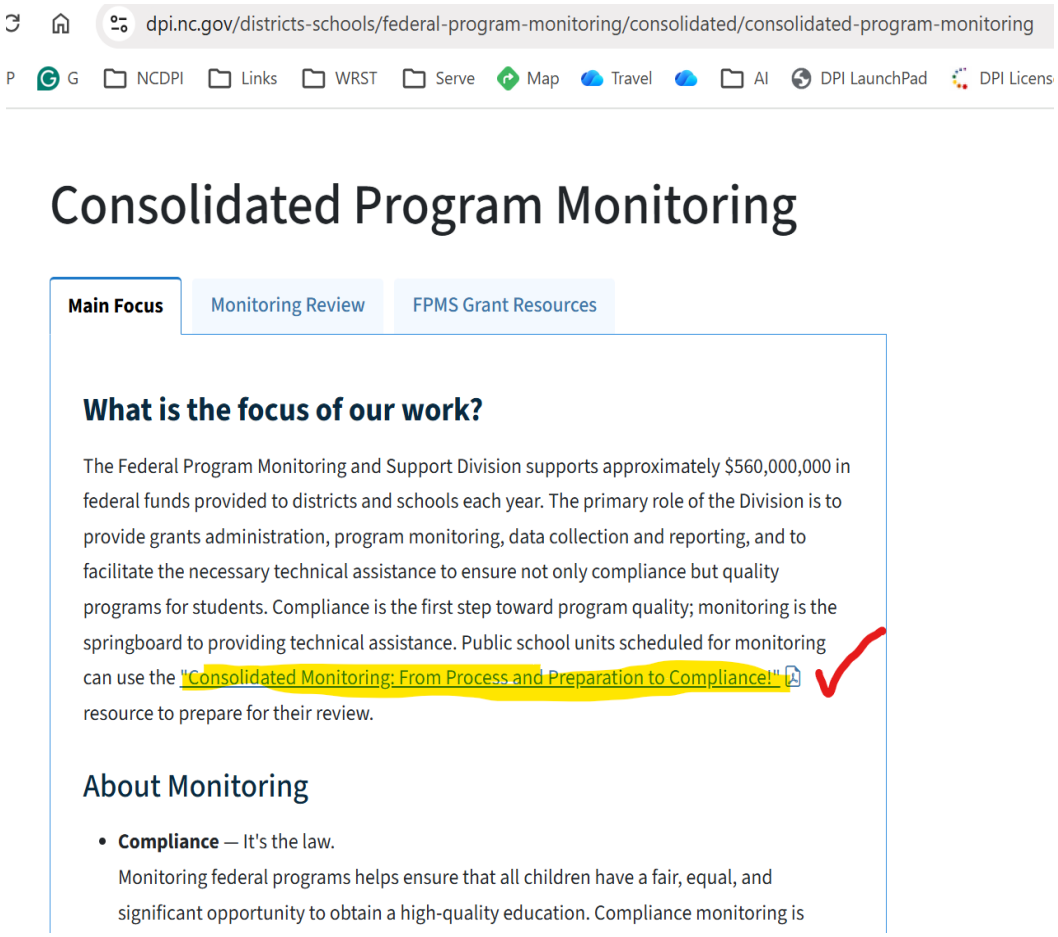


Find this Presentation / Resource Tool

GOOGLE

NC DPI
Federal Programs

Consolidated Program Monitoring



Prepare with Confidence and for Success

Know the Process

Consolidated Monitoring: From Process and Preparation to Compliance!

Session Objectives



Prepare with confidence & success with Consolidated Monitoring.



Discover practical strategies for documentation to support compliance.



Achieve clarity on the NC Consolidated Monitoring Instrument & its process.



Understand the Big Ideas & gain a clearer grasp of essential look-fors & best practices.



Walk away with actionable insights to maximize readiness & demonstrate compliance.

NOTE:

This presentation serves as a preparation tool and reference guide for PSUs to review prior to their monitoring event.

Consolidated Monitoring

Purpose and Regulatory Scope



Federal Grant Oversight

- ✓ Ensures NC public school units (PSUs) adhere to Every Student Succeeds Act (ESSA) requirements across all allocated federal title programs and funds.



Alignment, Compliance, and Allowability

- ✓ Federal Title program purposes and budgets in the CCIP-Consolidated Application shall fully aligned with ESEA requirements.
- ✓ Monitoring instrument elements often connect with sections in the CCIP-Consolidated Application.



Continuous Improvement

- ✓ Beyond compliance, OFP provides technical assistance and recommendations to support Federal Title program impact on student achievement, school improvement, and goals.



Risk-Based Allocation

- ✓ Monitoring depth correlates directly with prior-year approved grant allotments and specific PSU risk profiles.

BIG PICTURE

Process Related and Element Ratings



Title I Crate/806 Technology will email PSU primary contacts scheduling details for their monitoring event and ongoing updates on outcomes through the end of the process.



Title I Crate is required for PSUs to upload their documentation and for the state to record ratings and feedback.



All monitored PSUs will receive ratings and feedback on each applicable element.



Ratings and feedback are determined by submitted documentation, online platforms (e.g., CCIP), budgets, and information gathered from interviews and monitoring activities.



PSUs will receive ratings and feedback within 30 business days following the monitoring event (interview sessions).

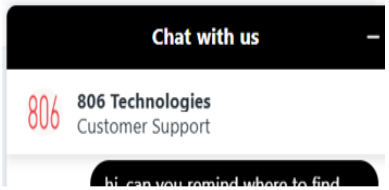
The Consolidated Monitoring Sections/Program Areas

Program Areas By Title/Name	Element # Sections	Focus Areas & Compliance Scope
Consolidated	1-5	Stakeholder Consultation, Private Schools, Language Accessibility, PD, Supplement/Not Supplant
Title I-A	6-12	Right to Know, Personnel & Resource Alignment Plan, Homeless/Neglected, Allocation Use, SW/TAS, PFE, Early Childhood
CSI/TSI	13	Comprehensive & Targeted Support Plans, Board Approvals, Needs Assessments
Title II-A	14	Teacher and Administrator Quality, Capacity Building Class Size Reduction
Title III	16-17	English Proficiency Screening, Teacher Fluency, WIDA Standards, LIEP
Title IV-A	15	Well-Rounded, Safe and Healthy, Technology Integration
Migrant Education	18-20	Migratory Ed. Coordination & Integration, Alignment with MEP State Service Delivery Plan, Evaluation of Migrant Program
Rural and Low-Income School Program (PRC 109)	21	Data to identify support activities, Program evaluation toward achieving growth in measurable outcomes
State Agency Title I, Part D, Subpart 1	22	Program serving eligible youth to support education and transitions

NOTE: *PSUs are monitored based on the elements for which they received an allotment in the previous year.*

All PSUs being monitored must receive training and access to Title1Crate

- ✓ DPI OFP grants PSU access to Title1Crate/806 Technologies only during their monitoring year.
- ✓ For assistance with Title1Crate/806 Technologies access or setup, contact Kel Spradling at kspradling@806technologies.com .
- ✓ Monitored PSU contacts receive an official Notification Letter via email from Title1Crate/806 Technologies.
- ✓ All NC PSUs are required to use Title1Crate for digital submissions. Paper submissions are not accepted.
- ✓ Once logged in, PSUs may use Customer Service chat for support as needed.



- ✓ OFP Program Administrators schedule technical assistance support sessions after PSUs receive training for TitleICrate.

The Office of Federal Programs (OFP) Informs the PSU of the Applicable Level of Monitoring

*All levels include the PSU uploading documentation in TitleICrate/806 Technologies.

LEVEL 1 – ONLINE DESK AUDIT

- ✓ Title1Crate documentation submission
- ✓ Applicable Elements 1-5,6,10,11,14,15
- ✓ Virtual Review Meeting with PA and PSU primary contact(s)

LEVEL 2 - ONLINE INTERVIEWS

- ✓ Title1Crate documentation submission
- ✓ Virtual stakeholder interview sessions
- ✓ Applicable elements are based on previous year grant allotments

LEVEL 3 - ONSITE INTERVIEWS

- ✓ Title1Crate documentation submission
- ✓ Onsite stakeholder interviews
- ✓ Applicable elements are based on previous year grant allotments

***Title II-Only PSUs** – will be assigned a level with the applicable elements from 1-5, 14.

Documentation 101

For All PSUs *Uploading Documentation in Title I Crate*

Dated records

- ✓ **REFERS TO** an agenda template, PD session, and other events with a date and clarity of the specific topics covered
- ✓ **INCLUDES** staff and stakeholders' names, affiliations, and roles that are legible (look-for printed/typed names to accompany signatures, for example with MOUs)
- ✓ **INCLUDES** meeting minutes that help explain activities and captures parents, teachers, and other attendees' input
- ✓ **USE Other Documented Evidence** to strengthen compliance with the specified Element, ESSA Reference, and Indicator.

Other Documented evidence

- ✓ **INCLUDES** reports, presentations, spreadsheets, letters, brochures, expenditures, online content, completed forms, and other documentation relative to the element.
- ✓ **AUTHENTIC** and **ACCESSIBLE** documentation
- ✓ **ENSURE DOCUMENTATION IS IN ALIGNMENT** to support the compliance with the specified Element, ESSA References, and Indicator.

PREP for Interviews



+ The OFP team interviews four groups for **DISTRICTS** (parents, teachers, principals, and central office staff) and three groups for **CHARTERS/LABS** (parents, teachers, and central office staff).

+ Interviews range from 30 to 75 minutes (depends on the group, size, etc.).



PSU leaders reassure staff and stakeholders:

+ that monitoring is a routine process conducted statewide every few years

+ supports compliance, continuous improvement, and impact (PSU plans and use of funds)

+ interview notes maintain general information not individual names



+ **PSUs can review sample topics** with stakeholders and staff prior to the interview sessions.

+ Sample topics can be found in the APPENDIX, located on the last few pages of the Consolidated Monitoring Instrument.

+ (**Catch-All**) Meet with your assigned PA for planning and technical assistance.

Each Element Receives

1 of the 3 Possible Ratings

Additional documentation or correction is not required.

1. Meets Requirement

- ✓ Compliance has been demonstrated and met.
- ✓ Required documents have been provided to support compliance.
- ✓ Interviews are consistent with documentation and indicate proper processes and implementation.
- ✓ The PSU's most recent Consolidated Application/budgets are in acceptable standing to meet compliance.

2. Meets Requirement with Recommendation(s)

- ✓ Compliance has been demonstrated and met. However, documentation or programming may be strengthened with new activities or reasonable measures.
- ✓ Required documents have been provided to support compliance.
- ✓ Interviews are consistent with documentation and indicate proper processes and implementation.
- ✓ The PSU's most recent Consolidated Application/budgets are in acceptable standing to meet compliance.

3. Finding

Compliance has not been demonstrated or met – **correction and additional documentation is required**. One or more of the following occurred:

- ✓ Documentation or required activities were incomplete or lacking.
- ✓ Interviews did not support documentation or reveal a lack of understanding of processes or implementation.
- ✓ Evidence is inconsistent across the centralized services and/or school levels.
- ✓ The PSU's most recent Federal Programs Consolidated Application or applicable Title Fund budgets are not in acceptable standing.

Big Ideas: Success with Monitoring

Clearing any "***Findings***," achieving ***'Meets Requirement'*** or ***'Meets Requirement with Recommendation***' ratings signifies

Sustain high standards with your documentation and continuous improvement efforts every year—not just during monitoring years. This consistent approach helps foster Federal Programs organizational readiness and success at the PSU level.

Connect how the applicable monitoring elements integrate with your CCIP-Consolidated application, plans, and budgets to align compliance, strengthen strategic goals, and help improve impact on student achievement and educator effectiveness.

Your PSU has successfully met all monitoring requirements for the fiscal year.

Make the Connection

Use of Funds, Budgets, & Program Implementation

Federal Programs – Consolidated

The Federal Title Programs & Budget Program Report Codes (PRCs)

Title I, Part A
(PRC 050)
Improving Basic Programs

Title II, Part A
(PRC 103)
Supporting Effective Instruction

Title III, Part A
(PRC 104)
English Language Acquisition

Title IV, Part A
(PRC 108)
Student Support & Academic Enrichment

Title I, Part C
(PRC 051)
Migrant Education

Title I, Part D, N & D
(Allotment part of Title I set-asides)

Here's what the Federal Title Programs & PRCs looks like in CCIP



BIG IDEA: Knowledge with Use of Federal Title Program Budgets ALIGNED to CCIP Application

Program Report Code (PRC) & Name of Title Program	**Purpose Codes 4 Digits**	**Object Codes - 3 Digit (100's-700's)**	**Site Codes** - 3 Digit
(PRC 050) Title I, Part A - Improving Basic Programs (Student Achievement, Equity, Close Achievement Gaps) (PRC 103) Title II, Part A - Supporting Effective Instruction (i.e., PD for Teachers, Admin. Teacher/Admin. Development, Mentors, Coaches, etc.) (PRC 104) Title III, Part A - English Language (EL) Acquisition (For EL learners, services, PD, EL staff) (PRC 108) Title IV, Part A - Student Support & Academic Enrichment (PRC 051) Title I, Part C - Migrant Education (Part of 050 in Set-asides and/or PRC 107) Neglected/Delinquent (N & D)	The reason something exists and the expenditures are classified into five purposes as follows: • 5000 - Instructional Services • 6000 - System-Wide Support Services • 7000 - Ancillary Services • 8000 - Non-Programmed Charges • 9000 - Capital Outlay **Examples of Some Key Purpose Codes:** • 5880 – PFE • 5330 Supplies and Materials • 5340 – PreK • 6550 - Transportation	The specific expenditure, directly part or related to the purpose and the next set of digits after the purpose code. • 100 - Salaries • 200 - Benefits • 300 - Purchased Services • 400 - Supplies and Materials • 500 - Capital Outlay • 600 - Reserved for Future Use • 700 - Transfers **Some Key Object Codes** • 392 - Indirect Cost - Payments to Other Gov Units • 399 - Unbudgeted (should be less than 10%) • 312 - Workshop/Allowable Travel Reg. Curricular • 331 - Transportation • 721 - Transfer IN • 722 - Transfer OUT	Every budget code is found in a site code • 000 – Shared expenditures for schools • 810 – Central Office – salary for CO positions and Admin. set aside • 840 – Preschool/Sp. Programs • 860 – Private schools • ### - All schools have unique 3-digit #

Print or Save this 1-Page Tool
(helps read budget pages in CCIP)

Reminders & Big Ideas



The Data Analysis and Reporting Tool (DART)

Allows Federal Program Directors, CFOs and other PSU representatives

to access allotments and live balances by PRC up to the most recent month.

If you don't have access to DART, inquire with your CFO or Superintendent.



PSU budgets—including current fiscal year and remaining balances

must align with the approved Consolidated Application and plan details.

The Consolidated Monitoring Instrument

Grasp the Big Ideas, Essential Look-fors & Best Practices

Overview of Elements

Monitoring elements are determined by the PSU's prior-year allotments received. Refer to the table for applicability by District (D), District Selected Schools (DSS), and Charter & LAB (CL) Schools.

Element # and Name	District (D)	District Selected Schools (DSS)	Charter & LAB (CL) Schools
Consolidated			
Element 1.0 (Consolidated): Consultation with Required Stakeholders in Developing and Revising Plans for the Use of Federal Funds	Yes	Yes	Yes
Element 2.0 (Consolidated): Equitable Services - Timely and Meaningful Consultation with Private Schools	Yes	No	No
Element 3.0 (Consolidated): Understandable Language and Format of Information Disseminated to Parents and Stakeholders	Yes	Yes	Yes
Element 4.0 (Consolidated): Professional Development	Yes	No	Yes
Element 5.0 (Consolidated): The Use of Federal Funds to Supplement, Not Supplant	Yes	No	Yes
Title I			
Element 6.0 (Title I-A): The Parents Right To Know Notifications	Yes	Yes	Yes
Element 7.0 (Title I-A): Required Commitments with Equity Plans and Collaboration with Welfare Agencies	Yes	No	Yes
Element 8.0 (Title I-A): Homeless, Neglected and Delinquent Students	Yes	No	Yes
Element 9.0 (Title I-A): Use of Title I-A Funds	Yes	No	Yes
Element 10.0 (Title I-A): Schoolwide (SW) Program and Targeted Assistance School (TAS) Program	Yes	Yes	Yes
Element 11.0 (Title I-A): Parent and Family Engagement (PFE) Policy, Annual Meeting, School-Parent Compact, Building Capacity, PFE Funds	Yes	Yes	Yes
Element 12.0 (Title I-A): Early Childhood Programs/Coordinated Services	Yes	Yes	Yes
CSI-TSI			
Element 13.0 (CSI-TSI): Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI)	Yes (if CSI-TSI)	Yes (if CSI-TSI)	Yes (if CSI-TSI)
Title II			
Element 14.0 (Title II-A): Allowable Use of Title II Funds	Yes	No	Yes
Title IV			
Element 15.0 (Title IV-A): Allowable Use of Title IV Funds	Yes	No	Yes
Title III			
Element 16.0 (Title III): Procedures to Determine English Language Proficiency of Students and Language Fluency of Teachers	Yes	Yes	Yes
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	Yes	Yes	Yes
Migrant Education			
Element 18.0 (Title I, Part C , Migrant Education): Coordination and Integration of Migrant Education Programs	Yes	No	No
Element 19.0 (Title I, Part C , Migrant Education): Alignment with MEP State Service Delivery Plan	Yes	No	No
Element 20.0 (Title I, Part C , Migrant Education): Evaluation of Migrant Education Program	Yes	Yes	No
RLIS			
Element 21.0 (Rural and Low-Income School Program (RLIS)): Applicable to PSUs using Title V, Part B, Subpart 2, PRC 109 Funds	Yes	No	Yes
State Agency Title I, Part D subpart 1			
Element 22.0 (State Agency Title I, Part D subpart 1): Applicable to PSUs using Title I Part D Subpart 1, PRC 047 Funds			

Elements 1.0 - 5.0

(Consolidated)

Element 1.0 (Consolidated)

Consultation with Required Stakeholders in Developing and Revising Plans for the Use of Federal Funds

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 1.0 (Consolidated)

Consultation with Required Stakeholders in Developing and Revising Plans for the Use of Federal Funds

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.



EFFECTIVE CONSULTATION involves educating ALL REQUIRED stakeholders on the purposes of the Title Programs and applicable fund-use ideas so they can provide meaningful input.

Element 1.0 (Consolidated)

Consultation with Required Stakeholders in Developing and Revising Plans for the Use of Federal Funds

DEVELOPING annual fund-usage plans occurs prior to the initial application submission (August 31)

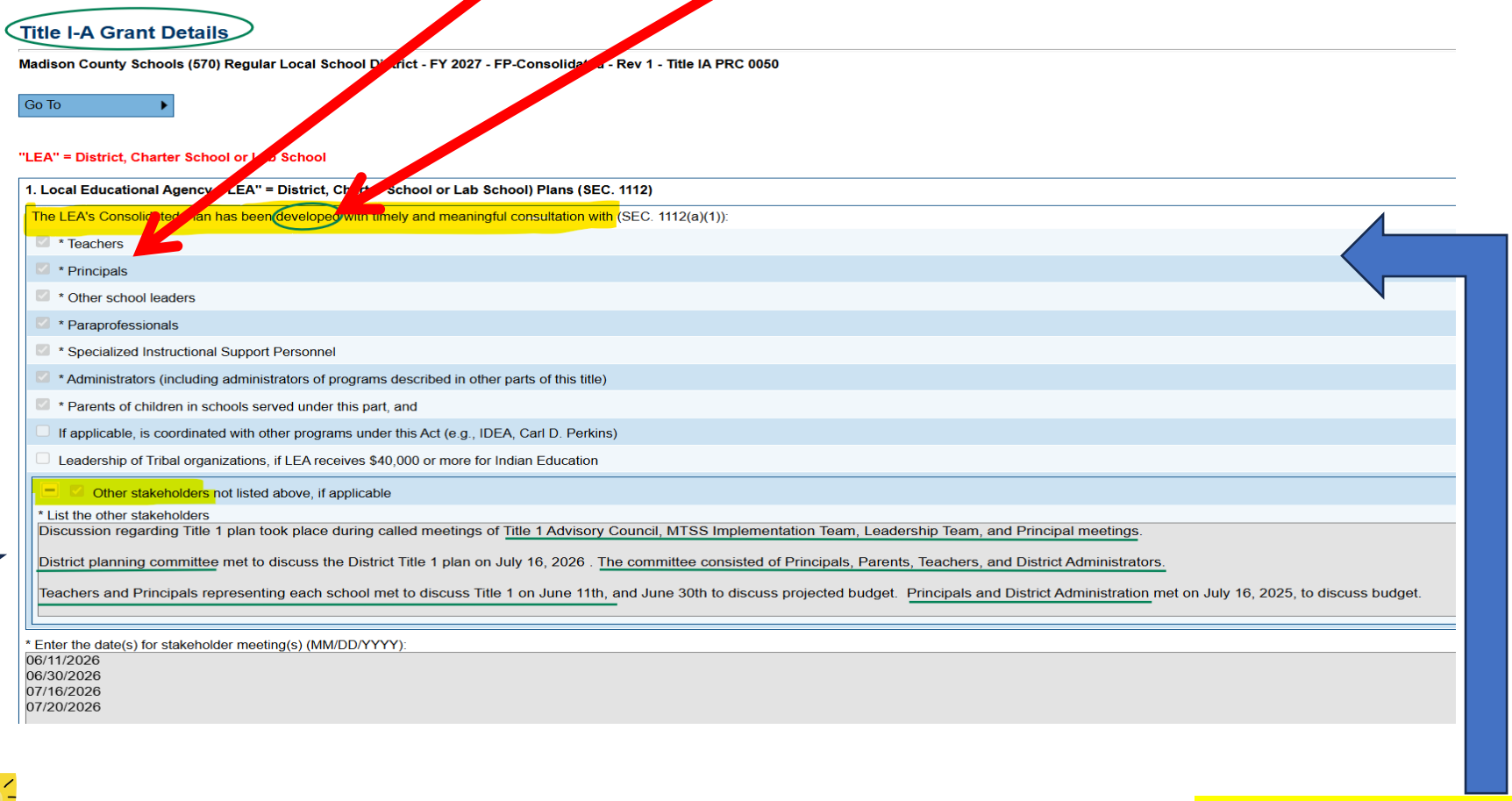
REVISING fund-usage plans occurs with major updates and periodic reviews after the approval of the initial application

DOCUMENT

All consultation activities must include a dated agenda, attendee names and roles, and supporting documentation used to educate the stakeholders. Meeting notes or minutes should clearly summarize input and outcomes.

Element 1.0 (Consolidated)

Consultation with Required Stakeholders in Developing and Revising Plans for the Use of Federal Funds



Title I-A Grant Details

Madison County Schools (570) Regular Local School District - FY 2027 - FP-Consolidated - Rev 1 - Title IA PRC 0050

Go To

"LEA" = District, Charter School or Lab School

1. Local Educational Agency ("LEA" = District, Charter School or Lab School) Plans (SEC. 1112)

The LEA's Consolidated Plan has been developed with timely and meaningful consultation with (SEC. 1112(a)(1)):

- * Teachers
- * Principals
- * Other school leaders
- * Paraprofessionals
- * Specialized Instructional Support Personnel
- * Administrators (including administrators of programs described in other parts of this title)
- * Parents of children in schools served under this part, and
- If applicable, is coordinated with other programs under this Act (e.g., IDEA, Carl D. Perkins)
- Leadership of Tribal organizations, if LEA receives $40,000 or more for Indian Education
- Other stakeholders not listed above, if applicable

* List the other stakeholders

Discussion regarding Title 1 plan took place during called meetings of Title 1 Advisory Council, MTSS Implementation Team, Leadership Team, and Principal meetings.

District planning committee met to discuss the District Title 1 plan on July 16, 2026 . The committee consisted of Principals, Parents, Teachers, and District Administrators.

Teachers and Principals representing each school met to discuss Title 1 on June 11th, and June 30th to discuss projected budget. Principals and District Administration met on July 16, 2025, to discuss budget.

* Enter the date(s) for stakeholder meeting(s) (MM/DD/YYYY):

06/11/2026
06/30/2026
07/16/2026
07/20/2026

WITH DEVELOPING, REMEMBER TO ALIGN within CCIP Consolidated Title I Grant Details #1

Element 2.0 (Consolidated)

Equitable Services - Timely and Meaningful Consultation with Private Schools

This element only applies at the District (D) level.

N/A to District Selected Schools (SS) Charter and LAB (CL) Schools District Selected

New in FY 2027, there's an Assurances page in the Consolidated Application for the District to declare if they WILL or WILL NOT be providing equitable services

IF a District provides equitable services: they maintain fiscal controls and documentation such as expenditures, rosters, schedules, professional development, and ongoing consultation and support for the private school to support down funds accordingly

The District must track and account for unspent funds reserved for private schools (remaining balances).

The ESEA Equitable Services webpage and Talbot Troy continue to provide wonderful tools and resources to help districts meet compliance.

District (D)
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 3.0 (Consolidated)

Understandable Language and Format of Information Disseminated to Parents and Stakeholders

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.	3.5.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.	3.1.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.D - ***Documented evidence*** of district-level rosters/headcount documentation of English learners and migrant students.	3.6.SS - ***Documented evidence*** of school-level rosters/headcount documentation of English learners and migrant students.	3.2.CL - ***Documented evidence*** of school-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.	3.7.SS - ***Documented evidence*** of parent notices for English Learners and migrant students in a language other than English and format that is understandable.	3.3.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.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.	3.8.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.	3.4.CL - ***Documented evidence*** of the Parent and Family Engagement Policy, School Parent Compact, and other pertinent correspondences in second language(s) and understandable formats.

Throughout the Entire PSU:

PROVIDE EVIDENCE OF ESTABLISHED PLANS AND SERVICES IN PLACE…

that ensure written and spoken communications are

clear, understandable, and accessible to all stakeholders.

Element 3.0 (Consolidated)

Understandable Language and Format of Information Disseminated to Parents and Stakeholders



STAFF AND STAKEHOLDERS…

should "know how" to request and access translation services and resources to support understandable written language and spoken communication.



FOR ELEMENT 3, INCLUDE EXAMPLES OF ESSA-REQUIRED DOCUMENTS IN SECOND LANGUAGES (NOT ENGLISH) TO DEMONSTRATE WRITTEN TRANSLATION SERVICES…

i.e., Parent and Family Engagement Policy, School–Parent Compact, Parent Rights to Know,' School Letters to All Parents



LEADERS AND PRINCIPALS…

should provide an overview of the implementation plan and resources for translation services (spoken and written language) to meet the needs of the school community (staff, students, families, etc.)

Element 4.0 (Consolidated)

Professional Development

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 4.0 (Consolidated)

Professional Development

- Documentation that support teacher/staff input into the development of PD plans
- PD Plans (i.e., PD Year At-glance Document)
- Dated evidences with proof of participant attendance and clear PD topic
- Examples of PD aligned to NC academic standards
- PD and expenditures that **ALIGN** with approved plans in CCIP
- PD that is evidence-based, enabling staff to help children meet state's standards
- PD with a focus on closing the achievement / equity gaps

Element 5.0 (Consolidated)

The Use of Federal Funds To Supplement, Not Supplant

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.	☒ *Element 5.0 Documentation is* ***Not Required*** for District Selected Schools.	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.

Typical Given: NC PSUs receive state funds and have some local funds.

- Ensure that you are **NOT** using Federal Consolidated Funds to replace state and Local funds.
- **USE** Federal Consolidated Funds exclusively to supplement, not for basic requirements/replacing.
- **To demonstrate compliance**, PSUs document/maintain methodologies for allocating state and local funds.

Element 5.0 (Consolidated)

The Use of Federal Funds To Supplement, Not Supplant

The burden of proof for supplanting is on the PSU

Documented Evidences

- CCIP, Title I, Grant Details, #17 (one place to document methodologies)
- Time and effort reports for staff funded by federal grants
- Personnel Activity Report (PAR) forms for employees with split funding sources
- Semi-annual certifications for staff paid from multiple funding sources
- Documentation that supports funds: allowable, reasonable, and necessary manner
- Documented methodologies for class size reduction



Documented methodologies for when PSUs allocate federal funds for positions or activities that the PSU also received, or have previously used state or local funds for those same positions or activities

Elements 6.0 – 12.0

(Title I)

Element 6.0 (Title I)

The Parents Right To Know and Required Parent Notifications

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, 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.SS - ***Documented evidence*** 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.	6.6.CL - ***Documented evidence*** 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.

Element 6.0 (Title I)

The Parents Right To Know and Required Parent Notifications

USE A TWO-PRONGED APPROACH



1. Ensure at the Beginning-of-Year that the comprehensive Parents' Right-to-Know notifications are delivered to, and understood by, parents, families, and staff.



2. Implement a strategy for ongoing notifications throughout the year and an accountable process to address parent inquiries and needs.

.



ENSURE THE ANNUAL DISTRICT AND/OR SCHOOL REPORT CARD is current and publicly available online for every Title I school.

Sample Letter: Parents-Right-to-Know and Annual School Report Card Notifications

The Parents Right To Know (4 Sections)

- ✓ **1112(e)(1)** Teacher qualifications and licensing and student achievement on each of the State Assessments
- ✓ **1112(e)(2) Testing Transparency and Assessment and Specific Notifications** on each assessment required by the State
- ✓ **1112(e)(3) Language Instruction** inform parents are about English Learner identification, placement, proficiency, programming, instructional impact, standards, exiting, etc.)
- ✓ **1112(e)(4) Notice and Format, information and notifications** shall be in an understandable and uniform format, to the extent practicable

Sample Letter: Teacher(s) Not Meeting Licensing Criteria-Qualifications

Element 7.0 (Title I)

Equity and Comparability Plans **Due in CCIP by 12/1**

FY 27 New Term
For the Equity Plan:
Personnel & Resource Alignment Plan

Required Commitments with Equity Plans and Collaboration with Welfare Agencies

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.	☒ *Element 7.0 Documentation is **Not Required*** for District Selected Schools.	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.

The state points of contact for the New Personnel & Resource Alignment Plan:

Sandy Carlaccini (sandy.carlaccini@dpi.nc.gov) for North Central, Northeast, Sandhills, Southeast
Melanie Rhoads (melanie_rhoads@dpi.nc.gov) for Northwest, Piedmont-Triad, Southeast, Western

Element 7.0 (Title I)

Required Commitments with Equity Plans and Collaboration with Welfare Agencies



Maintain dated records of collaborative planning and implementation for the Personnel & Resource Alignment Plan (prior equity plan)



Conduct data and impact analysis with the equity plan for:

- ✓ Beginning Teachers (0-3 years)
- ✓ Ineffective Teachers (below "proficient" or lack of growth met per EVAAS)
- ✓ Out-of-Field Teachers (non-licensed in required area)



Provide documentation that supports:

- ✓ Evidence of collaborative planning/training with child welfare agencies
- ✓ Evidence of key Points of Contacts (PoC) working with DSS and other agencies, attending meetings and functions to support students
- ✓ Dated records of “best interest determination” student forms or decisions
- ✓ Resource allocation practices that promote equity and reduce barriers to student success
- ✓ Implement and document evidence-based practices that minimize exclusionary discipline and loss of instructional time
- ✓ Evidence of effective practices in student to teacher assignments
- ✓ Specific attention to the needs of subgroups / at risk students

Element 8.0 (Title I)

Homeless, Neglected and Delinquent Students

Every Title I PSU MUST
Set-Aside funds for
Homeless Students
(identification and direct services)

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 and (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 and (b) neglected or delinquent students. 8.3.D - ***Documented evidence*** for evaluating programs and services for (a) homeless and (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 and (b) neglected or delinquent students.	☒ *Element 8.0 Documentation is* ***Not Required*** for District Selected Schools.	8.1.CL - ***Dated records*** of which staff members planned and provided services for (a) homeless and (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 and (b) neglected or delinquent students. 8.3.CL - ***Documented evidence*** for evaluating programs and services for (a) homeless and (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 and (b) neglected or delinquent students.

Element 8.0 (Title I)

Homeless, Foster, Neglected and Delinquent (N and D) Students

Background to Support PSU Documented Evidences



Homeless/Foster:

The PSU shall provide services and supports for homeless children, youth, and those in foster care to ensure educational stability and access.

All PSUs receiving Title I funds must develop plans to identify, serve, and set aside Title I funds for homeless students (PRC 050 budget)



Neglected student services are funded through Title I set-asides (PRC 050 budget).

A neglected institution is a public or private residential facility (excluding foster homes) primarily serving children placed due to abandonment, neglect, or loss of parental care.



Delinquent student services occur via a separate application in CCIP (PRC 107).

A delinquent institution is a public or private residential facility for children adjudicated by the court system.

Element 8.0 (Title I)

Homeless, Neglected and Delinquent Students

Documented Evidences: Homeless, Foster, Neglected and/or Delinquent Services

- Dated records with training, planning, providing/evaluating such services
- Staff schedules, service logs, and time sheets
- Calendar of events and communication efforts
- Expenditure reports associated with funds for programs/services
- Associated professional development
- Contracts, expenditures, invoices, associated fiscal reports
- Records of supplies and materials used

Element 9.0 (Title I-A)

Use of Title I-A Funds

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 Agricultural Survey is included in the enrollment process and completed Agricultural 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* ***Not Required*** 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 Agricultural Survey is included in the enrollment process and completed Agricultural Surveys are provided to NC DPI MEP staff.

Element 9.0 (Title I-A)

Use of Title I-A Funds

Documented Evidences: Use of Title I-A Funds

- Documentation connected to the 1. PSU's Eligible Student Summary Report (ESSR) in APEX, the 2. Title I Building Eligibility page and 3. School Allocations-PPA page in CCIP
- PSU evidences of poverty measures used to determine rank order, process for identifying eligible students and Title I schools, and Title I allocations/budget spreadsheets based on eligibility/rank.
- Evidence of teacher and staff input in the development of professional development (PD) plans (Similar to Element 4; OK to upload in both).
- PD that addresses assessment data, learning standards, achievement gaps, and strategies to improve instruction and student achievement (Similar to Element 4; OK to upload in both).
- Evidence that the PSU uses the Agricultural Survey (NEW NAME, 2026-27) during enrollment and submits required data to NC DPI MEP staff. If receiving **PRC 051**, provide MEP Certificates of Eligibility (COE) and proof of DPI-provided training.

Element 10.0 (Title I-A)

Schoolwide (SW) Program and Targeted Assistance School (TAS) Program

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 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.	10.1.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. 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.

SW Programs
All students can benefit from Title I services

TAS Program
Only students identified by the PSU as At-Risk in APEX are served

Element 10.0 (Title I-A)

Schoolwide (SW) Program and Targeted Assistance School (TAS) Program

- (Similar to Element 9) Element 10 is also linked to the Eligible School Summary Report (ESSR) in APEX, where the PSU designates each school as operating a Schoolwide (SW) or Targeted Assistance (TAS) Program.
- Maintain documentation demonstrating compliance with Title I requirements for schools operating either a Schoolwide (SW) or Targeted Assistance School (TAS) Program.
- SW/TAS evidences: the school's comprehensive needs assessment and Title I plans
- SW evidence: Title I plans are shared publicly.
- TAS evidence supports student data in APEX and other documentation
  - how the PSU identified students with the greatest needs
  - support services for the identified at-risk students WITH ONGOING ASSESSMENT
  - instructional services/adjustments based on student progress/needs

Element 11.0 (Title I-A)

Parent and Family Engagement (PFE) Policy, Annual Meeting, School-Parent Compact, Building Capacity, PFE Funds

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 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).	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 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.	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 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).

Element 11.0 (Title I-A)

Parent and Family Engagement (PFE) Policy and PFE Funds

- (**District, Title I Schools, Charters, Labs**) The PFE Policy is jointly developed, agreed upon, posted, and distributed (see the PFE Policy - 1 Page Guidance 8.27.25)

- **PFE funds and activities should** improve student academic achievement, increase family engagement, and build family members' capacity for effective involvement and partnerships.

- **All funds for PFE shall be coded** with the 5880-purpose code for all PFE activities aligned to allowable expenditures and alignment to the application, set-asides, and designated amounts for school allocations

- **For PSUs with a Title I allotment of $500,000+,** reserve 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

Element 11.0 (Title I-A)

The Annual Title I Meeting(s) (For all Title I Schools)

When:
Beginning of Year (BOY)

What:
Title I School and Principals Convene Annual Title I Meeting(s) at a convenient time for all parents and family members

The Agenda for Annual Title I Meeting (shall include):

- Explain Title I funded programs at the school.
- Describe the curriculum in use at the school.
- Review the forms of academic assessment used to measure student progress.
- Discuss the achievement levels of the challenging State academic standards and provide information on how these standards are utilized.
- Check-in/survey if parents have suggestions to participate further, additional meetings, and formulate ideas related to their children's education

THESE ITEMS SHOULD BE ON THE AGENDA

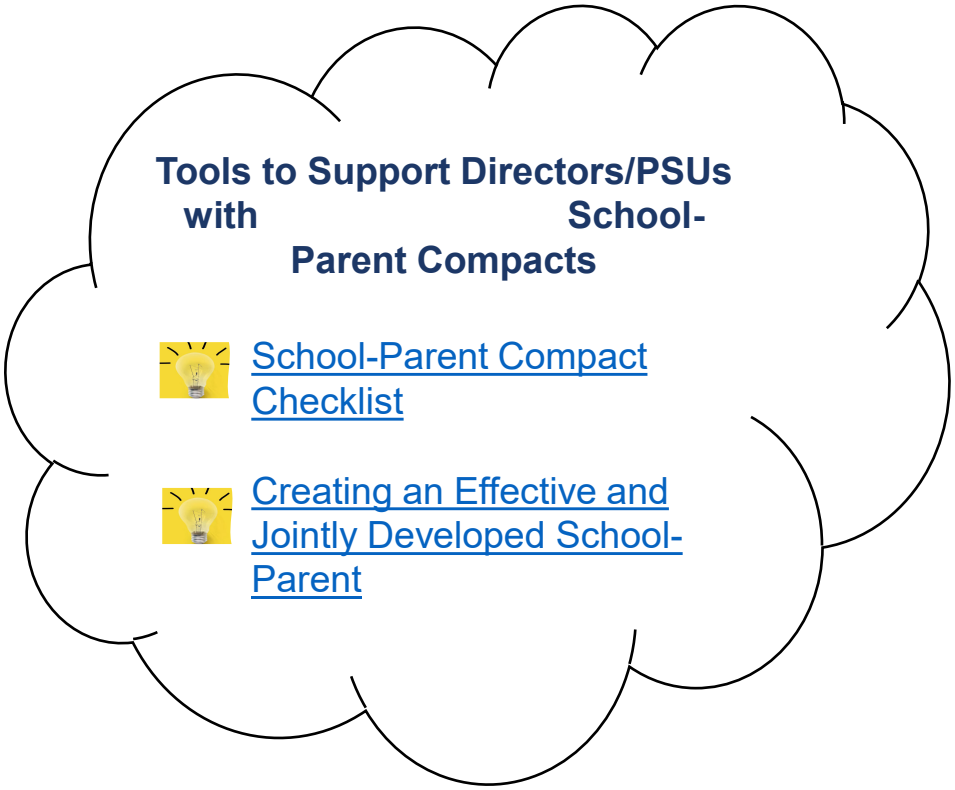
Bundling Other Required PFE Activities with the Annual Meeting?

- As applicable, input to developing Title I schoolwide plan
- Include parents in planning and reviewing PFE funds, capacity-building initiatives, and partnerships, among other key areas.
- Input and joint agreement with the PFE Policy and Compact
- Overview of the Parent's Rights to Know
- If the Title I School has PreK programs funded by Title I-A, include those parents as well.

Element 11.0 (Title I-A) *School-Parent Compacts*

- A School-Parent Compact is a written agreement ***jointly developed by school staff, parents, and students*** to partner in the responsibility for improving student achievement and success.

- It is NOT a Code of Conduct and is NOT developed in isolation by school staff.



Element 11.0 (Title I-A)

Building Capacity for PFE

Each Title I District/Title I School SHALL:

- Assist parents and family members in understanding academic standards, assessments, and how to monitor their child's progress/work with educators.
- Provide training and material to parents to help work with their children to improve their academic achievement, such as literacy training and using technology,
- **Train and educate teachers**, other teaching personnel, principals, and school leaders, with the assistance of parents as partners in effective PFE practices.
- Coordinate PFE strategies with other programs to the extent feasible and appropriate while ensuring information related to school and parent programs, meetings, and other activities, is in an understandable format and language.

Each Title I District/Title I School MAY:

- Involve parents in the development of training for teachers, principals, and other educators.
- Provide literacy training to parents and family members using Title I funds if the LEA has exhausted all other funding.
- Pay reasonable expenses for transportation and childcare to increase participation.
- May train parents' / family members to enhance the involvement of other parents and family members.
- Arrange school meetings at a variety of times or conduct in-home conferences.
- Adopt and implement model approaches to improve PFE and increase involvement.
- Establish an LEA-wide parent advisory council to advise on all matters related to PFE/involvement.
- Develop roles for community-based organizations and businesses in PFE activities.
- Provide other reasonable support for PFE and involvement activities, as requested.

Element 12.0 (Title I-A)

Early Childhood Programs and Coordinated Services

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. 12.2.D - ***Dated records*** from early childhood training, outreach efforts, or service planning events. 12.3.D - ***Documented evidence*** of communication to the parents regarding their child's selection or placement in 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).	12.5.SS - ***Documented evidence*** of protocols and key staff supporting students' transition from early childhood to PSU programs and kindergarten. 12.6.SS - ***Dated records*** supporting student transition meetings from early childhood programs to the PSU's programs and kindergarten. 12.7.SS - ***Documented evidence*** of outreach efforts for students transitioning from early childhood programs to the PSU. 12.8.SS - ***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.	12.1.CL - ***Documented evidence*** of protocols and key staff supporting students' transition from early childhood to PSU 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.CL - ***Documented evidence*** of outreach efforts for students transitioning from early childhood programs to the PSU. 12.4.CL - ***Documented evidence*** of communication to the parents regarding their child's selection or placement in the PSU. 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 12.0 (Title I-A)

From the ESSA the Title I, Part A and Head Start Coordination Guidance Template in CCIP 26-27

Referred to under Section 1119 of ESSA and Section 642 of the Head Start Act regarding coordination requirements, must be addressed in a formal MOU agreement:

The 7 Requirements:



1. Data and Records Sharing

- Developing and implementing a systematic procedure for transferring records, with parental consent, from a Head Start program and/or other early childhood program to the LEA.



2. Coordinating Services/Communication

- Designating leaders responsible for the oversight and implementation of the agreement.
- Establishing regular channels of communication between school staff and their counterparts (including teachers, administrators, social workers, and health staff) in Head Start agencies or other early childhood education programs, as appropriate, to facilitate coordination of programs.
- Sharing information on selection priorities for eligible children to be served by programs.
- Sharing information on program service areas.
- Coordinating public information dissemination and access to programs for families.
- Coordinating the provision of additional services to meet the needs of working parents (such as before/after school)
- Coordinating the provision and use of facilities, transportation or other programs.

Element 12.0 (Title I-A)

From the ESSA the Title I, Part A and Head Start Coordination Guidance Template in CCIP 26-27

(3 and 4) The 7 Requirements:



3. Transition

- Establishing comprehensive transition policies and procedures that support children transitioning to school, which could address sharing formative assessment data and summer enrollment programs.
- Conducting meetings involving families, preschool/kindergarten/elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood education programs, to discuss the developmental and other needs of individual children.



4. Professional Development

- Coordinating, organizing and participating in joint training of staff, including transition-related training of school staff, Head Start program staff, and, where appropriate, other early childhood education program staff. Other topics could include academic content standards, instructional methods, curricula and formative assessment, social and emotional development, and racial equity and implicit bias.
- Coordinating program technical assistance (such as shared opportunities for preschool pyramid model coaching).

Element 12.0 (Title I-A)

From the ESSA the Title I, Part A and Head Start Coordination Guidance Template in CCIP 26-27

(5, 6, and 7) The 7 Requirements:



5. Curriculum and Instruction

- Linking the educational services provided by the LEA and by local Head Start agencies.
- Coordinating educational activities, curricular objectives, instruction, and formative assessment.



6. Services for Children with Disabilities

- Developing coordinated procedures for:
- Referral and evaluation processes
- Service coordination
- Least restrictive environment/reduction of dual enrollment
- Transition services, including from early intervention and to kindergarten
- Participation in the development of the Individual Education Plan (IEP)
- Implementation of the IEP



7. Family Engagement

- Developing and implementing a family outreach and support program to enhance the continuity of family engagement between Head Start and schools and ensure families understand the importance of involvement in their children's academic success.

Elements 13.0

(CSI - TSI)

Element 13.0 (CSI-TSI)

Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI)

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.



Ensures CSI and TSI plans are developed, approved, and implemented using strategies and interventions supported by a school needs assessment, based on analysis and improvement priorities.

Elements 14.0

(Title II)

Element 14.0 (Title II-A)

Allowable Use of Title II Funds

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* ***Not Required*** 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.



The use Title II funds to carry out evidence-based activities as allowable, necessary, and aligned to the PSU's approved consolidated application.

Element 14.0 (Title II-A)

Allowable Use of Title II Funds

Documented Evidences

- Dated consultation meetings/records with the required stakeholders re: the use of Title II funds
- Provide ALIGNED evidences from the Title II Grant Details Page #1 Activities and throughout the application with the budget, expenditures, goals, and identified needs.
- If using Title II to fund general ed. teachers and reduce class size, provide documentation from the school, grade level, and teacher-student ratios (methodology).
- **OTHER EXAMPLES**: PD or initiatives for beginning teachers, instructional effectiveness, recruiting and retaining effective teachers, evidence-based programs for at-risk students, and PD supporting or services with STEM, literacy services, assessments, mental health, preschool, subgroups, etc.

Elements 15.0

(Title IV)

Element 15.0 (Title IV-A)

Allowable Use of Title IV Funds

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.



The use Title IV funds to carry out activities as allowable, necessary, and aligned to the PSU's approved consolidated application.

Element 15.0 (Title IV-A)

Allowable Use of Title IV Funds

Documented Evidences



Dated consultation meetings/records with the required stakeholders re: the use of Title IV funds



Documented evidence of the process(es) used to prioritize the use of Title IV-A funds based on student needs and schools with the greatest need as documented by the PSU



Provide ALIGNED evidences from the Title IV Grant Details and Titel IV Set Asides throughout with the budget, expenditures, goals, and identified needs.

.



OTHER EXAMPLES: Fund alignment with well-rounded education opportunities, safe and healthy students, effective use of technology, mental health services/assessments, support with CSI and TSI

Elements 16.0 - 17.0

(Title IV)

Element 16.0 (Title III)

Procedures to Determine English Language Proficiency of Students and Language Fluency of Teachers

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. 16.2.D - ***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. 16.4.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.	16.5.SS - ***Documented evidence*** of procedures and testing protocols for identifying English learners, including the use of the WIDA Screener, ACCESS tests, and associated reports. 16.6.SS - ***Documented evidence*** of the school schedule for ACCESS testing. 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.	16.1.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.CL - ***Documented evidence*** of the annual schedule for ACCESS testing. 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.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

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.

Elements 18.0 - 20.0

(Title I, Part C , Migrant Education)

Element 18.0 (Title I, Part C, Migrant Education)

Coordination and Integration of Migrant Education Programs

District (D)	District Selected Schools (SS)	Charter and LAB (CL) Schools
18.1.D - ***Dated records*** 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 ***Not Required*** for District Selected Schools.	☒ Element 18 Documentation is ***Not Required*** for Charter and LAB Schools.

Element 19.0 (Title I, Part C, Migrant Education)

Alignment with MEP State Service Delivery Plan

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 provided by 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

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.

Elements 21.0

(RLIS)

Element 21.0 (Rural and Low-Income School Program (RLIS)

Applicable to PSUs using Title V, Part B, Subpart 2, PRC 109 Funds

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.

Elements 22.0

(State Agency Title I, Part D subpart 1)

Element 22.0 (State Agency Title I, Part D subpart 1)

Applicable to PSUs using Title I Part D Subpart 1, PRC 047 Funds

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 PSUs and Stakeholders)

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)
6-12	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) • Agricultural Survey
13	Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI)	• Activities the support the needs, development, and/or evaluation of the CSI and TSI plans • Timelines, strategies, goals, and other required activities in CSI and TSI plans
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)