



PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | Catherine Truitt, *Superintendent of Public Instruction*

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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

Federal Program Monitoring and Support Division

Revised August 2021

FEDERAL PROGRAM MONITORING AND SUPPORT

6307 Mail Service Center, Raleigh, North Carolina 27699-6307 | (984) 236-2786 | Fax (984) 236-2099

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Consolidated Elements

Consolidated Element/ESSA Reference	Indicator	Supporting Documentation to be submitted	Interview Questions
<p style="text-align: center;">Element 1</p> <p style="text-align: center;">Consultation with district/school stakeholders in developing and revising plans for the use of funds</p> <p>1112(a)(1)(A) 1112(a)(5) 1304(c)(3) 2102(b)(3) 3116(b)(4)(C) 4106(c) 5222(a)</p>	<p>The district/school develops the use of applicable funds with timely and meaningful consultation with parents, teachers, principals, other school leaders, paraprofessionals, specialized instructional support staff, administrators (including administrators of applicable Titled programs), and other appropriate school personnel and school community stakeholders.</p>	<p>District</p> <ul style="list-style-type: none"> • <u>Dated records</u> (agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentation) from meetings or events at which stakeholders were involved in the development of the PSU’s plan for the use of federal funds. <i>NOTE: This documentation should align with the information shared with the responses found in Title I Grant Details #1.</i> • <u>Dated records</u> (agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentation) from meetings or events at which stakeholders were involved in the periodic review and/or revision of the PSU’s plan for the use of federal funds. • <u>Dated records</u> (agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentation) from meetings related to the district’s monitoring and support of school plans. <i>NOTE: Such meetings may include board meetings and/or meetings between school and district administrators, if applicable</i> • <u>If Applicable (MEP LEAs only) Dated records</u> (agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentation) from meetings or events at which migratory parents were involved in the development of the PSU’s plan for the use of federal funds. <i>NOTE: This documentation should align with the information shared with the responses found in Title I Grant Details #1.</i> • <u>If Applicable (MEP LEAs only) Dated records</u> (agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentation) from meetings or events at which migratory parents were invited and included in the periodic 	<p>District Parents</p> <ul style="list-style-type: none"> • Are you familiar with your school’s plan for the use of federal funds? • Have you been asked to give feedback about the plan or about how federal funds should be spent at your child’s school? • Are you familiar with your district’s plan for the use of federal funds? • Have you been invited to a meeting at the district level to provide feedback or suggestions on how federal grant funds should be used? <p>Charter / LAB School Parents</p> <ul style="list-style-type: none"> • Are you familiar with your school’s plan for the use of federal funds? • Have you been asked to give feedback about the plan or about how federal funds should be spent at your child’s school? <p>District School Principals</p> <ul style="list-style-type: none"> • Describe the process your district uses to make sure your stakeholders are allowed to provide input in planning for the use of federal funds and for the throughout school year. • What stakeholder groups are involved in the planning for the use of funds and the required feedback sessions for how well the plan is working? <p>Teachers</p> <ul style="list-style-type: none"> • Have you ever been involved in the decision-making process for the use of your school’s federal funds? • What do you know about how federal funds are used at your school and decisions about expenditures are made?

		<p>review and/or revision of the PSU’s plan for the use of federal funds.</p> <p>District Selected Schools</p> <ul style="list-style-type: none"> • Dated records (agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentation) from meetings or events at which stakeholders were involved in the development of the school’s plan for the use of federal funds. • Dated records (agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentation) from meetings or events at which stakeholders were involved in the review and/or revision of the school’s plan for the use of federal funds. <p>Charter / LAB School</p> <ul style="list-style-type: none"> • Dated records (agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentation) from meetings or events at which stakeholders were involved in the development of the charter/LAB Schools plans for the use of federal funds. NOTE: This documentation should align with the information shared with the responses found in Title I Grant Details #1. • Dated records (agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentation, and handouts, if applicable) from meetings or events at which stakeholders were involved in the review and/or revision of the charter/LAB schools plan for the use of federal funds. 	<p>District Central Office / Charter Leadership / LAB School Leadership</p> <ul style="list-style-type: none"> • How does your district/Charter/LAB school ensure that all stakeholder groups are involved in the district-wide or school planning for the use of federal funds? • In CCIP, Title I Grant Details #1, you indicated that a meeting for this purpose took place on [date(s)]. Can you tell me who attended that meeting?
<p>Element 2</p> <p>Equitable Services (Districts only and if applicable)</p> <p><i>1112(c)(2)</i></p>	<p>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 shares with them the goal of reaching an agreement about the equitable services, if any will be provided.</p>	<ul style="list-style-type: none"> • Copy of letters and other communication sent to private schools • Dated records (agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentation, and handouts, if applicable) from meetings or events at which equitable services were explained and private school officials were provided with the opportunity to accept or decline participation 	<p>District Central Office</p> <ul style="list-style-type: none"> • Describe your district’s private school outreach efforts. • How are your initial consultation meetings set up and conducted? • Are you notified by other districts if students living in their enrollment zones might impact your calculation of Title I proportionate share; and do you notify other districts of the same?

<p>1117(a)(3)(A) 1117(b) 1117(b)(3) 2102(b)(2)(E) 4106(e)(2)(B) 8501</p>	<p>The PSU provided the <u>agreed upon</u> 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.</p> <p>The PSU continues meeting, as appropriate, with the private schools throughout the implementation and assessment of the services to ensure the continues provision of equitable and effective services to eligible private school children.</p>	<ul style="list-style-type: none"> Tracking roster or other documentation related to the invitations to private school officials to attend meetings (to document minimum of 3 attempts to notify for services) Dated records (agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentation) at which participants engage in ongoing consultation to facilitate private school participation in equitable services Dated Records (tutoring schedules, inventories or invoices of supplies, materials, and services, PD sign-in logs, etc.) of the agreed-upon equitable services activities 	<ul style="list-style-type: none"> What equitable services do you provide to private schools? Do you engage the private school operators in ongoing consultation to ensure proper and effective implementation?
<p>Element 3</p> <p>Understandable Language and Format of Information Disseminated to Parents</p> <p>1112(e)(4) 1116(b)(1) 1116(d) 1116(f) 1304(c)(3) 3115(c)(3)</p>	<p>The district and schools, charters, and LAB Schools disseminate policies, notifications, and other communication to parents in a language and format that is understandable to all parents, including parents and family members with limited English proficiency, disabilities, or/or parents of migrant children.</p> <p>Note: Second language documents, oral translation services, use of sign language interpreters, assistive devices for hearing impaired, braille, and large print are examples of efforts to make communication available to all parents.</p>	<p>District</p> <ul style="list-style-type: none"> Notice to inform parents of an English Learner identified for participation or participating in the EL program (if applicable) Copy of the District Parent and Family Engagement Policy (PFE) If applicable (MEP LEAs only)- documentation that reflects that the PFE policy has been disseminated to migratory parents Documentation of the district’s general efforts to make communication available to all, including brochures, newsletters, flyers, web screen shots, etc. <p>District Selected Schools</p> <ul style="list-style-type: none"> Copy of the School Parent and Family Engagement Policy Copy of the School Parent Compact Copy of the Right to Know letter concerning qualifications of teachers and paraprofessionals Copy of the Right to Know letter concerning testing transparency Documentation of the school’s general efforts to make communication available to all, including brochures, newsletters, flyers, web screen shots, etc. 	<p>Parents</p> <ul style="list-style-type: none"> In what ways has your child’s school or district made information available in second languages or in other formats for visually or hearing-impaired people? <p>District School Principals</p> <ul style="list-style-type: none"> How does your school and district make sure that information is available to all stakeholders in understandable language and formats? What languages and formats are available for your school’s parent and family engagement policy? Is your school’s parent right to know regarding the professional qualifications of their child’s teacher, paraprofessional and testing transparency letters provided in second languages and/or formats as needed? <p>District Teachers</p> <ul style="list-style-type: none"> How does the district support your school in providing information to parents who are not fluent in English or need alternative formats? (If applicable)

		<p>Charter / LAB School</p> <ul style="list-style-type: none"> • Notice to inform parents of an English Learner identified for participation or participating in the EL program (if applicable) • Copy of the PSU Parent and Family Engagement Policy (this policy should include the ESSA LEA and school requirements) • Copy of the School-Parent Compact • Copy of the Right to Know letter concerning qualifications of teachers and paraprofessionals • Copy of the Right to Know letter concerning testing transparency • Documentation of the school’s general efforts to make communication available to all, including brochures, newsletters, flyers, web screen shots, etc. 	<ul style="list-style-type: none"> • How does your school provide information to parents who are not fluent in English or need alternative formats? • How does your school ensure that the parent and family engagement policy is accessible in formats and languages that are available to all your stakeholders? <p>Charter / LAB School Teachers</p> <ul style="list-style-type: none"> • How does your school provide information to parents who are not fluent in English or need alternative formats? • How does your school ensure that the required parent documents such as the parent and family engagement policy, school parent compact, Right to Know information is accessible in formats and languages that are available to all your stakeholders? <p>District Central Office / Charter Leadership / LAB School Leadership</p> <ul style="list-style-type: none"> • How do you ensure that the district/school parent and family engagement policy is accessible in a format and language that is available to all your stakeholders? • How does the district/school ensure that information is available to parents and other stakeholders in an understandable language and format? • Are the district/school parent’s right to know regarding the professional qualifications of their child’s teacher and paraprofessional and testing transparency letters provided in second languages and/or formats as needed?
<p>Element 4</p> <p>Professional Development</p> <p><i>1114(b)(7)(A)(iii)(IV)</i></p>	<p>The district and its schools, Charters, and LAB schools provide high quality professional development that:</p> <ul style="list-style-type: none"> • Is evidence-based • Aligns with approved plans for the use of applicable funds • Is planned with the input of teachers and other staff members 	<ul style="list-style-type: none"> • Dated records (agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentation, and handouts) from meeting where teachers and other staff provided input for PD planning at their school and/or throughout the district? • Dated records (agendas, sign-in sheets indicating affiliation and position of participants, minutes, 	<p>District School Principals</p> <ul style="list-style-type: none"> • How well does the professional development (PD) that is planned by your school support your school’s plans? • How well does the PD that is planned at the district level support your school’s plans? • How effective is the PD offered at the district at reducing achievement gaps that separate low-

<p>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)</p>	<ul style="list-style-type: none"> • Enables staff to assist all children in meeting the state’s academic achievement standards and • Eliminates the achievement gap that separates low-income and minority student from other students <p>The professional development includes, if applicable, activities that:</p> <ul style="list-style-type: none"> • Support high-quality and comprehensive educational programs and services for migratory children (Title I-C) and • Improve instruction for English learners (Title III-A) by improving the skills and knowledge of all applicable teachers (including teacher in classroom settings that are not the setting of language instruction educational programs), principals, and other school leaders, administrators and other school or community-based organizational personnel 	<p>presentation, and handouts) from professional development events focusing on eliminating the achievement gap affecting low-income and minority children</p> <ul style="list-style-type: none"> • Dated records (agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentation, and handouts) from professional development events supporting high-quality and comprehensive educational programs and services for migratory children, if applicable • Dated records (agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentation, and handouts) from evidence-based professional development events focusing on improving teaching and student learning and achievement (if applicable using Title II funds) • Dated records (agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentation, and handouts) from professional development events focusing on: <ul style="list-style-type: none"> • selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student achievement (if applicable using Title II funds) • when and how to refer students affected by trauma or are at risk of mental illness (if applicable using Title II funds) • support for the identification of students who are academically and intellectually gifted, including high ability students who have not been formally identified for AIG services (if applicable using Title II funds) • training events regarding how to prevent and recognize sexual abuse (if applicable using Title II funds) • high-quality instruction and instructional leadership in STEM subjects, including computer science (if applicable using Title II funds) • effective strategies to integrate rigorous academic content, career and technical 	<p>income and minority students from other students?</p> <ul style="list-style-type: none"> • How are you and your teachers involved in planning for professional develop that is offered at your school? • How are you and your teachers involved in planning for professional development that is offered at the district level? <p>Teachers</p> <ul style="list-style-type: none"> • In what ways do teacher have input on the PD offered by the school? How about the district (if applicable)? • How is the PD at your school evaluated? Is the PD at the district level (if applicable)? <p>District Central Office / Charter Leadership / LAB School Leadership</p> <ul style="list-style-type: none"> • How does the district or school develop its plans for PD? How are teachers involved in the decisions for this PD? • How are the district’s or school’s PD plans designed to reduce the achievement gaps between subgroups? • IF APPLICABLE: Is PD planned in a way that supports MEP students and English Learners in accordance with Title I-C and Title III?
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		<p>education, and work-based learning (if applicable using Title II funds)</p> <ul style="list-style-type: none">• improving teaching and student learning and achievement (if applicable using Title II funds) <p>• Dated records (agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentation, and handouts) from professional development events focused on improving instruction and assessment for English learners by improving the skills and knowledge of all staff (including teachers in classroom settings that are not the settings of language instruction educational programs, principals, and other school leaders, administrators, and other school or community-based organizational personnel). This only applies to PSUs participating in Title III</p> <p>• Dated records (agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentation, and handouts) from professional development events focusing on:</p> <ul style="list-style-type: none">• Training counselors to effectively use labor market information in assisting students with postsecondary education and career training (if applicable using Title IV funds)• Prevention, education, and early identification, intervention mentoring, recovery support services, and, where appropriate, rehabilitation referral, as related to drug and violence prevention (if applicable using Title IV funds)• School-based mental health services partnership programs that provide comprehensive school-based mental health services and supports and staff development for school and community personnel in the school that are based on trauma-informed practices that are evidence-based (if applicable using Title IV funds)• High quality training for school personnel related to<ul style="list-style-type: none">• suicide prevention,	
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<p>Element 5</p> <p>The Use of Federal Funds to Supplement, Not Supplant</p> <p><i>1118(b)</i> <i>1306</i> <i>2213(g)</i> <i>3115(g)</i> <i>4110</i> <i>5232</i> <i>8501</i></p>	<p>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 support by state of 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.</p>	<ul style="list-style-type: none"> • Time and Effort documentation. Examples include PAR forms for split funded positions and semi-annual certification for staff being paid from one funding stream <p>NOTE: Your last submitted comparability report and your response to Grant Details question #17 in your Title-I consolidated application will be utilized during the documentation review process.</p>	<p>District Level Principals</p> <ul style="list-style-type: none"> • Who manages your federal funds allocation budgets? • Does the district provide you with a way to review this budget every month? • What can you tell us about the use of any set-aside funds (CSI/TSI, PFE, pre-K) that are place in your school’s budget (per site code)? • Who do you contact if you have questions about supplement not supplant when looking at producing budget line items? <p>District Central Office / Charter Leadership / LAB School Leadership</p> <ul style="list-style-type: none"> • How are you keeping up with budgeting and expenditures in your consolidated federal grant funds? • How are you keeping up with the budgeting and expenditures in each of your Title I Set-aside areas?
Title I-A Improving Basic Programs Operated by Public School Units			
Consolidated Element/ESSA References	Indicators	Supporting Documentation to be submitted	Interview Questions

<p>Element 6</p> <p>Required Parent Notification</p> <p><i>1111(h)(2)</i> <i>1112(e)(1)(A)</i> <i>1112(e)(1)(B)(i)</i> <i>1112(e)(1)(B)(ii)</i> <i>1112(e)(2)(A)</i> <i>1112(e)(2)(B)</i> <i>1112(e)(3)(C)</i></p>	<p>Each Title I PSU/School distributes to parents and families required Right to Know documents</p> <p>District/School Report Card</p> <p>Qualifications of Teachers</p> <p>Qualifications of Paraprofessionals</p> <p>Student Taught 4 or more weeks by uncertified staff</p> <p>Notify parents of the results of the English Language proficiency test</p> <p>Each Title I PSU/School ensures transparency regarding any federal or state required assessments</p>	<ul style="list-style-type: none"> • Website address for district/school annual report card • Evidence of dissemination, to parents, of the most recent annual school report card • Template and evidence of dissemination of a letter (or a copy of a letter with personally identified information removed) used to notify all parents of their right to be provided information regarding professional qualifications of teachers and paraprofessionals • Samples of information being shared with parents to help them understand academic achievement level and academic growth of their child on each of the required academic assessments • Template and evidence of dissemination of a letter (or a copy of a letter with personally identified information removed) used to notify parents when their child has been taught four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned. • Template and evidence of dissemination of a letter (or a copy of a letter with personally identified information removed) to notify parents of the results of the English language proficiency test. • Evidence of effective outreach to parents of English learners to inform them how they can (I) be involved in the education of their children; and (II) be active participants in assisting their children to (a) attain English proficiency, (b) achieve at high levels within a well-rounded education, and (c) meet the challenging State academic standards expected of all students • Template and evidence of dissemination of a letter with personally identified information removed) used to notify parents of their right to request and be provided (in a timely manner) with information about any state or local policy regarding student participation in any 	<p>District Parents</p> <ul style="list-style-type: none"> • Are you aware that you have the right to request information about federal, state or district mandated testing and testing policies? How were you made aware of this? • Have you been notified by the district of your rights, as parents, to request information about the qualifications your child’s classroom teachers and whether your child is served by paraprofessionals and, if so, their qualifications? • Have you ever been informed by your child’s school or the district that your child has been taught for more than 4 weeks by a teacher who does not meet all the licensure requirements for teaching that position? • How are you made aware of the annual report card for your child’s school and district (not the report card for your child)? • If applicable: Have you ever been informed by your child’s school or the district about how you can (I) be involved in the education of your child; and (II) be active participants in assisting your child to (a) attain English proficiency, (b) achieve at high levels within a well-rounded education, and (c) meet the challenging State academic standards expected of all students? <p>Charter / LAB School Parents</p> <ul style="list-style-type: none"> • Are you aware that you have the right to request information about federal, state or district mandated testing and testing policies? How were you made aware of this? • Have you been notified by the school of your rights, as parents, to request information about the qualifications your child’s classroom teachers and whether your child is served by paraprofessionals and, if so, their qualifications? • Have you ever been informed by your child’s school that your child has been taught for more than 4 weeks by a teacher who does not meet all the licensure requirements for teaching that position?
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<p>Element 7</p> <p>Required Commitments</p> <p><i>1112(b)(2)</i> <i>1112(b)(11)</i> <i>1112(c)(5)</i> <i>1112(c)(6)</i></p>	<p>Each PSU has an equity plan that addresses disparities as related to ineffective, inexperienced, and out of field teachers.</p> <p>Each PSU School has a plan that supports efforts to reduce the overuse of discipline practices that remove students from the classroom</p> <p>The PSU collaborates with state or local welfare agencies and ensure certification and licensures of staff paid with funds.</p>	<ul style="list-style-type: none"> • Results or reference to results of any evaluation of impact that has been conducted as described in the equity plan or a description of the tool and/or process that will be used for such an evaluation • Dated records (agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentation, and handouts) of staff communication regarding the equity plan and/or its implementation • Dated records (agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentation, and handouts) from meetings or events at which participants made plans or 	<p>District Level Principals</p> <ul style="list-style-type: none"> • How does the district support efforts to reduce the use of discipline practices that remove students from the classroom? <p>Teachers</p> <ul style="list-style-type: none"> • How much of an issue is it at your school that children are removed from their regular classrooms for disciplinary reasons? What efforts are being made to reduce the removal of children from the classroom?

		<p>evaluated efforts to reduce the removal of student from classrooms for discipline purposes</p> <ul style="list-style-type: none"> • Description of programs and/or procedures designed to reduce the use of discipline practices that remove students from the classroom, including listing of the school(s) at which they are implemented. In addition, evidence from each selected school to indicate the implementation. (If the school uses Title I for early learning, the documentation should reflect that those programs are included in the efforts described for this evidence) • Dated records (agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentation, and handouts) from meetings, such as best interest determination meetings, or events at which participants were involved in planning or making decision related to collaborating with child welfare agencies • Dated records (agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentation, and handouts) from meetings or trainings at which participants were trained on or provided with information regarding the school's collaboration with child welfare agencies • Emails or memos related to the efforts of collaboration with child welfare agencies • Names of points of contact and job title at both the agency and the school • Outline and summary of procedures used by the school to verify certification and licensure requirements for staff paid with funds • List of staff positions being paid using Title I funds per school site and district level. The list should not include names, but should show grade level, subject, and position. 	<p>Central Office Staff / Charter Leadership / LAB School Leadership</p> <ul style="list-style-type: none"> • How is your Equity Plan disseminated to key stakeholder in your district/Charter/LAB school so that they can help in its implementation and the evaluation of its impact and strategies? • Has your Equity Plan helped you identify any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperience, and out of field teachers? If so, how? • What procedures do you have in place for ensuring that staff working in programs supported with funds under Title I meet the state requirements? • Do you have a districtwide/schoolwide discipline practices in place that assist with reducing the overuse of discipline practices that remove students from the classroom? How effective are these measures?
<p>Element 8 Homeless</p>	<p>The PSU provides services comparable to those provided to children in schools funded under Title I to serve homeless children and youths, including providing educationally related support services to children in shelters and other</p>	<ul style="list-style-type: none"> • Dated records (agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentation, and handouts) from meetings or events at which staff members planned programs or services to homeless children and neglected or delinquent students. 	<p>District Parents</p> <ul style="list-style-type: none"> • In what ways does the district or your child's school assist in the transition of children from Pre-K into the elementary school program? • If applicable: In what ways does the district or your child's school assist in the transition of

<p>Neglected or Delinquent Students (if applicable)</p> <p>Pre-K (if applicable)</p> <p>1112(b)(8) 1113(c)(3)(A-C) 1304(b)(1) 1401(a)(3) 1421 1422 1423 1423(4) 1431</p>	<p>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</p> <p>The PSU ensures that each facility entering into agreement with the PSU meets all requirements under Section 1423, as appropriate</p> <p>The PSU supports, coordinates, and integrates services provided by Title I with early childhood education programs at the PSU or school level, including plans for the transition of participants in such programs to local elementary school programs</p>	<ul style="list-style-type: none"> • Dated records (agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentation, and handouts) from training / outreach activities offered to community and/or staff members in support of services provided to homeless children and neglected or delinquent students • Documentation (schedules or calendar of events, tracking log or inventory log of services provided, time sheet logs of staff, expenditure reports or invoices reflecting activities funded by the Title I homeless set-aside and the McKinney-Vento subgrant, if applicable) of services that have been provided or are planned for eligible homeless children and neglected or delinquent students • Dated records (agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentation, and handouts) from district and/or program staff meetings where the instructional program, including assessment, monitoring and program evaluation, for students at neglected and delinquent institutions was planned and/or reviewed. • Documents related to the evaluation of the instructional program, such as assessment results or surveys with the resulting analyses • Documents related to the implementation of the Title I-D program including PRC 050 expenditure reports with Title I-D expenditures delineated from other expenditures, staff schedules and/or rosters indicating roles and points of contact between the PSU and the institution, description or list of supplies and materials purchased, description of academic supports or other services, and communications with community partners related to Title I-D activities and expenditures. • Agreement between the PSU and the institution/facility of how participating schools will coordinate with facilities to ensure youth are participating in an education program comparable to one operating in the local school that these youth would attend (This is only 	<p>migrant children from Pre-K into the elementary school program?</p> <p>Charter / LAB School Parents</p> <ul style="list-style-type: none"> • In what ways does your child’s school assist in the transition of children from Pre-K into the elementary school program? • If applicable: In what ways does your child’s school assist in the transition of migrant children from Pre-K into the elementary school program? <p>District Level Principals</p> <ul style="list-style-type: none"> • What measures does your district take to ensure that homeless children receive the instruction and any additional support services they need? • How do you and your staff assist in the transition of children from early childhood programs into your school? • How are children selected for your pre-K program? • Describe the Title I funded pre-K instructional program. • What type of assessment is used to monitor the progress of students in the Title I funded pre-K program? <p>Teachers</p> <ul style="list-style-type: none"> • Are any of you involved in helping with the transition of children from early childhood programs into your school? If so, what types of activities support this? <p>District Central Office</p> <ul style="list-style-type: none"> • What measures does your district take to ensure that homeless children receive the instruction and any additional support they need? <p>Charter Leadership / LAB School Leadership</p> <ul style="list-style-type: none"> • What measures does your school take to ensure that homeless children receive the instruction and any additional support they need?
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required if regular educational services are provided by the institution and the agreement has not already been uploaded in CCIP)

- **Dated records** (agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentation, and handouts) from meetings (district/school/program staff) where the support for transition from early childhood programs was planned and/or reviewed.
- Written plans, strategies and/or protocols to support youth in transition from early childhood programs that are shared with key district and/or program staff (schedules of related events, lists of duties or job descriptions, procedures for managing records for enrollment, etc.)
- **Dated records** (agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentation, and handouts from training, outreach activities, or parent conferences where staff, parents, or other stakeholders learning about the transition from early childhood programs.
- Presentation materials, brochures, letters to parents or other outreach materials related to transition from early childhood programs
- Email, memos, or letters between district/school administrators and providers of early childhood programs
- Template or blank copy of the district's notification to parents (in their native language) related to the selection of their child for early learning. NOTE: please redact, delete, or omit any student identifying information in this documentation
- Template or blank copy of the Multiple Selection Criteria Worksheet used to record the results of the child development screener, parent questionnaire, and teacher observation
- Description of the early learning curriculum or a cover page from a guiding document (such as teacher manual) for the Title I early learning curriculum

		<ul style="list-style-type: none"> • Description of the monitoring practices or a cover page from a guiding document (such as teacher manual) related to instructional monitoring used in all Title I early learning classrooms <p>During the monitoring visit, the Title I Pre-K DPI staff member will visit randomly selected early learning classrooms to examine student files and observe evidence of selection, instruction and monitoring as described in this element.</p>	
<p>Element 9</p> <p>Use of Funds</p> <p><i>1112(b)(5)</i> <i>1113</i> <i>1114(b)(7)(A)(iii)(IV)</i> <i>1304(d)</i> <i>1304(e)</i> <i>34 CFR Sec. 200.70</i> <i>34 CFR Sec. 200.71</i></p>	<p>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.</p> <p>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</p> <p>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.</p>	<ul style="list-style-type: none"> • Documentation of services provided to students, if any, living in local institutions for neglected or delinquent children or in community day school programs-NOTE: please redact, delete, or omit any student identifying information in this documentation • MEP Certificates of Eligibility (if PSU receives Title I-C funds). Due to privacy laws, the DPI staff will conduct a random sampling of COEs that are available in the secure server. • DPI staff will review the monthly Supplemental Service Report for MEP (if PSU receives Title I-C funds). • Evidence of participation in DPI-provided training for Identification and Recruitment (ID&R) and Quality Assurance (if PSU received Title I-C funds) • Dated records (agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentation, and handouts) from professional development (paid for using Title I funds) presented with a focus on improving instruction for teachers, paraprofessionals, and other school personnel • Dated records (agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentation, and handouts) from professional development (paid for using Title I funds) presented with a focus on the use of data for 	<p>District Central Office / Charter Leadership / LAB School Leadership</p> <ul style="list-style-type: none"> • Describe your knowledge for the use of funds and who was involved in making those decisions.

		<p>teachers, paraprofessionals, and other school personnel</p>	
<p>Element 10</p> <p>Targeted Assistance (TAS) Programs <i>1115(c)</i></p> <p>Schoolwide (SW) Programs <i>1114(b)</i></p> <p>Comprehensive Support and Improvement (CSI) <i>1111(d)(1)(B)</i></p> <p>Targeted Support and Improvement (TSI) <i>1111(d)(2)(B)</i></p>	<p>Documentation supports the component requirements of a TAS or SW program for each selected school</p> <p>The PSU ensures that Comprehensive Support and Improvement (CSI) and /or 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 for the school.</p>	<p>Targeted Assistance Documentation (if applicable)</p> <ul style="list-style-type: none"> From each sample school operating a targeted assistance program, a description or summary of procedures and criteria used to identify students for eligibility Template or blank copy of the notification to parents related to the selection of their child for targeted assistance services Dated records (agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentation, and handouts) from consultation meeting(s) held involving stakeholders in the development of the targeted assistance school plan <p>Schoolwide Program Documentation (if applicable)</p> <ul style="list-style-type: none"> From each sample school operating a schoolwide program, a copy of the School Comprehensive Needs Assessment (if the school’s needs assessment is available in NCStar, it is not required to be included in the documentation. However, if the PSU prefers to provide the plan in the documentation, the PDF document generated by NCStar will be acceptable, as would a suitable document generated outside of NCStar) From each sample school operating a schoolwide program, a copy of the schoolwide plan that includes the strategies being implemented to reach the created/selected goals should be included. (A school’s Comprehensive Report will include the necessary strategies. Therefore, schools using NCStar do not need to provide the plan in the documentation. However, if the PSU prefers to provide the plan in the documentation, the PDF document generated by NCStar will be acceptable, as would a suitable document generated outside of NCStar) At least one example of how the schoolwide plan is made publicly available, such as a screen shot 	<p>Parents</p> <ul style="list-style-type: none"> Are any of you involved in the school improvement planning process? If so, talk a little about how the school improvement team works and if discussions for the use of federal funds is part of the process. <p>District Level Principals: If applicable</p> <ul style="list-style-type: none"> If applicable – If your school is a CSI or TSI school, how does the district ensure that your school implements the interventions described in your board approved plans? If applicable – If your school is a CSI or TSI school, what additional resources, if any, are provided by the district to your school to support the implementation of your CSI/TSI plan? <p>Teachers</p> <ul style="list-style-type: none"> Are you involved in the development of the school improvement plan? If so, tell us a little about that process. What other stakeholder groups are involved in your school improvement planning, and how are they involved? What do you know about your school’s comprehensive needs assessment? <p>FOR TAS schools</p> <ul style="list-style-type: none"> How are students identified for Title I services at your school? How are parents notified of this? What services are provided under Title I at your school? How has the school provided additional instruction that benefits identified students, minimized removing students from the regular classroom, and uses effective instructional strategies? <p>District Central Office: If applicable</p>

		<p>of a web page, web address of plan, notice to parents about the plan, etc. should be made available for review.</p> <ul style="list-style-type: none"> • <u>Dated records</u> (agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentation, and handouts) from consultation meeting(s) held involving stakeholders in the development of the schoolwide plan • <u>Dated records</u> (agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentation, and handouts) from meetings/events held to monitor and revise (if necessary) based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards <p>CSI/TSI documentation (if applicable)</p> <ul style="list-style-type: none"> • Schoolwide needs assessment • Board approved CSI/TSI plan(s) that include a description of the interventions that will be implemented. • <u>Dated records</u> (agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentation, and handouts) from board meetings or planning sessions at which CSI/TSI plan(s) were discussed and/or introduced for board approval. • <u>Dated records</u> (agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentation, and handouts) from meetings or planning sessions of CSI/TSI team(s) or other stakeholder groups at which plans were discussed and/or introduced to facilitate development and/or evaluation of the CSI/TSI plan. • Schedule/timelines of interventions found in approved CSI/TSI plan(s) 	<ul style="list-style-type: none"> • Do your schools' CSI and/or TSI plans identify timely interventions that are supported by the needs assessment at the schools? • How does the district ensure that each CSI and TSI school implements the interventions described in the plan? • What types of resources does the district provide to each CSI and TSI school to support the planned implementation of interventions? • Are your schools' CSI and TSI plans evaluated annually with input from various stakeholders? Who are these stakeholders? How is the process documented? <p>Charter / LAB School Leadership: If applicable</p> <ul style="list-style-type: none"> • Are your Charter/LAB Schools plans for the use of federal funds incorporated into the School Improvement Plan? • How does the Charter/LAB School monitor the school improvement planning? How is this process supported? <p><u>If Charter / LAB School operates a Schoolwide Program:</u> What data do you have to support the effectiveness of the use of federal funds and to address the needs identified in your schoolwide needs assessment?</p> <p><u>If Charter / LAB School operated a Targeted Assistance Program:</u> How do you select students for participation in Title I services?</p> <p><u>If Charter / LAB School is identified as CSI or TSI</u></p> <ul style="list-style-type: none"> • Describe the process used for required approval of your CSI/TSI plan by your Charter/LAB School Board. • Are these plans evaluated annually with input from the Charter/LAB School Board and other stakeholders? • How does your CSI/TSI plan identify timely interventions that are supported by your Charter/LAB Schools needs assessment? • What are some specific interventions used at your Charter/LAB School?
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<p>Element 11</p> <p>Parent and Family Engagement</p> <p>1116(a)(2)(A,D,E) 1116(a)(2)(A-F) 1116(b) 1116(c)(1-3) 1116(c)(4) 1116(e)(1-5)(6-14 optional) 1304(c)(3)</p>	<p>The PSU and each school that receives Title I funds must develop jointly with, agree on with, and distribute to, parents and family members a written parent and family engagement policy.</p> <p>Annually, each Title I school develops, in partnership with Title I and Migrant parents (if applicable), a school - parent compact that is distributed to parents.</p> <p>Each Title I school provides materials, and training for parents to help build parent capacity to improve student achievement.</p> <p>Each Title I school provides parents with the following:</p> <ul style="list-style-type: none"> • information about all Title I programs, • a description and explanation of the curriculum in use at the school, • the forms of academic assessment used to measure progress, and • the achievement levels of the challenging State academic standards <p>PFE- Parents of children in early learning programs funded by Title I-A must also be included in the activities described for this element.</p>	<p><u>DISTRICT DOCUMENTATION</u></p> <ul style="list-style-type: none"> • <u>Dated records</u> (agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentation, and handouts) from meetings at which parents were involved in the development, evaluation, and/or review of the district’s PFE policy. (NOTE: if a district receives Title I-C funds, the documentation should reflect that the PFE policy is disseminated to parents of migratory children AND if early learning is funded with Title I, the documentation should reflect that the PFE policy is disseminated to parents of early learning children) • Documents related to the annual evaluation of the district policy, such as parent surveys or feedback forms, with analysis of the results • The web address of the PFE policy on the district website (NOTE: the policy should be easy to locate for any visitor to the website) • An example of a second method, aside from the web posting, in which the district PFE policy is shared, such as a brochure or inclusion in a school or district handbook • Documents displaying how the district assists Title I schools in implementing effective PFE activities <p><u>Selected District SCHOOLS/Charters/LAB Schools DOCUMENTATION</u></p> <p>Parent and Family Engagement Policy (PFE)</p> <ul style="list-style-type: none"> • <u>Dated records</u> (agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentation, and handouts) from meetings at which parents were involved in the development, review and revision of the school’s PFE policy • A copy of the school PFE policy • The web address of the PFE policy on the school website (NOTE: The policy should be easy for 	<p>District Parents</p> <ul style="list-style-type: none"> • How are parents made aware of the content standards – that is, what your child will learn and be able to do and what assessments will be given to measure proficiency of these standards? • Were you and your child asked to sign a document describing the responsibilities of the student, parents, and the teachers? • Are you aware of how the school-parent compact was developed, where it comes from, who decides what its contents are, and that is reviewed annually with input from school stakeholders? • Beyond informing you about standards, instruction, and assessment, what are some things that the school or the district has done to help parents improve their capacity to help their children at home? (If needed...what kinds of things have the schools or district done to help parents understand the subject matter well enough to help their kids at home?) • Are you familiar with the school’s parent and family engagement policy? How was this policy shared with you? Have you been asked to give input into the contents of this policy? • Are you familiar with the district’s parent and family engagement policy? How was this policy shared with you? Have you been asked to give input into the contents of this policy? <p>Charter/LAB School parents</p> <ul style="list-style-type: none"> • How are parents made aware of the content standards – that is, what your child will learn and be able to do and what assessments will be given to measure proficiency of these standards? • Were you and your child asked to sign a document describing the responsibilities of the student, parents, and the teachers? • Are you aware of how the school-parent compact was developed, where it comes from,

		<p>any visitor to locate on school and PSU websites)</p> <ul style="list-style-type: none"> • An example of a direct method of disseminating the policy, such as a brochure or entry in the school handbook • Dated records (agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentation, and handouts) documenting the annual Title I meetings <p>School Parent Compact</p> <ul style="list-style-type: none"> • Dated records (agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentation, and handouts) from meetings or events at which parents are involved in the annual review, evaluation, and possible revision of the School Parent Compact • A copy of the School Parent Compact <p>Building Parent Capacity to Support their Child's Learning</p> <ul style="list-style-type: none"> • Dated records (agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentation, and handouts) from meetings or events at which parents were provided with information, activities, or training to help their child at home • Dated records (agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentation, and handouts) from meeting or events at which staff members were provided with professional development and/or training to help build parent capacity to help their child at home • Annual professional development calendar that is shared with staff with evidence of training on building parent capacity • Examples of materials/information shared via social media, newsletters, website, brochures, or other means, focused on building parent capacity <p>Information to Parents about Instruction at their Child's School</p>	<p>who decides what its contents are, and that it is reviewed annually with input from school stakeholders?</p> <ul style="list-style-type: none"> • Beyond informing you about standards, instruction, and assessment, what are some things that the school has done to help parents improve their capacity to help their children at home? (If needed...what kinds of things have the schools or district done to help parents understand the subject matter well enough to help their kids at home?) • Are you familiar with the school's parent and family engagement policy? How was this policy shared with you? Have you been asked to give input into the contents of this policy? <p>District Level Principals</p> <ul style="list-style-type: none"> • How is your school's parent and family engagement policy developed and how often is it revisited by your stakeholders for possible revisions? • How is the school's parent and family engagement policy disseminated so that parents can see it? • How were staff educated in how to reach out to, communicate with, and work with parents as equal partners? • How does your school help parents understand the content standards, instructional practices, and ongoing classroom assessment (those assessments used for learning) that will be used in your school? • How does your staff help increase the capacity of parents to help their children at home? • How has the school-parent compact been jointly developed and communicated with parents? • How has the school-parent compact been implemented to support the child's academic achievement? • When and how did the school conduct an annual meeting to inform parents and families about being a Title I school?
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This documentation would be supported by documentation of events such as curriculum nights, parent conferences, monthly coffee meetings with the principal, etc. as long as these events inform parents about the instruction, curriculum, assessments and standards in place at the school

- **Dated records** (agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentation, and handouts) from meetings or events at which parents were provided with the descriptions and explanations about curriculum and academic content standards and forms of assessment used to measure progress at their child's school, and how achievement levels towards academic standards are determined.
- Parent-teacher conference schedule and evidence of dissemination of information indicating the dates of these conferences
- Brochures, literature, or other resources shared with parents to provide information about instruction at the school

District Central Office

- What opportunities did the district provide families to evaluate and participate in decisions to improve the district PFE policy? What groups are involved in meetings for this purpose? What materials are presented to families?
- For your district PFE, what methods of gathering annual feedback have you used? In what ways has feedback led to changes in the policy?
- How is the district's PFE disseminated to parents?
- How does the district ensure that each Title I school involves their parents in the review and improvement of the school PFE policies? How does the district ensure that each school's PFE policy is disseminated to its community of stakeholders?
- How does the district ensure that the policy contains the required components of ESSA components?
- How does the district ensure that schools will help parents understand content standards, instructional practices, and ongoing classroom assessment (assessment for learning)?
- How does the district ensure that schools will help parents improve their capacity to help their children at home?
- How does the district's written PFE policy promote meaningful engagement of families?

Charter / LAB School Leadership

- What opportunities did the Charter / LAB School provide families to evaluate and participate in decisions to improve the PFE Policy? What groups are involved in meetings for this purpose? What materials are presented to families?
- For your Charter/LAB School PFE, what methods of gathering annual feedback have you used? In what ways has feedback led to changes in the policy?
- How is the Charter/LAB Schools PFE Policy disseminated to parents?

			<ul style="list-style-type: none"> • How were school staff educated in how to reach out to, communicate with, and work with parents as equal partners? • How does the PFE policy promote meaningful engagement of families? • How does your school help parents understand the content standards, instructional practices, and ongoing classroom assessment that will be used at your school? • How does your school help increase the capacity of parents to help their children at home? • How has the school-parent compact been jointly developed and communicated with parents? • How has the school-parent compact been implemented to support the child’s academic achievement?
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Title II-A Supporting Effective Instruction

Consolidated Element/ESSA References	Indicators	Supporting Documentation to be submitted	Interview Questions
<p>Element 12</p> <p>Allowable Uses of Title II funds</p> <p><i>2103(b)</i></p>	<p>PSU documents allowable uses as approved in CCIP application</p> <ol style="list-style-type: none"> (1) Developing or improving a rigorous, transparent, and fair evaluation and support system (2) Developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers (3) Recruiting qualified individuals from other fields to become teachers, principals, or other school leaders (4) Reducing class size to a level that is evidence-based (5) Providing high quality, personalized staff development (only if not provided in IIA-A) 	<ul style="list-style-type: none"> • Documentation of activities described by the PSU in the Grant Details section of CCIP such as schedules, brochures, presentation materials, invoices, or time sheets • For any professional development activities funded by Title II funds, submitted documentation should include the following: Dated records - agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentation, and handouts • If PSU is reducing class size by funding a regular curricular teacher, documentation to show the actual reduction in class size should be submitted 	<p>District Central Office</p> <ul style="list-style-type: none"> • What district-wide professional development were offered using Title II funds? • Were Title II funds used for any strategies besides professional development? If so, how were the funds used? <p>Charter Leadership / LAB School Leadership</p> <ul style="list-style-type: none"> • What professional opportunities were offered at your school using Title II funds? • Were Title II funds used for any strategies besides professional development? If so, how were the funds used?

	<p>(6) Developing programs and activities that increase the ability of teachers to effectively teach children with disabilities and English Learners</p> <p>(7) Providing programs and activities to (i) increase the knowledge base of teachers, principals, or other school leaders on instruction in the early grades and on strategies to measure whether young children are progressing; and (ii) the ability of principals or other school leaders to support teachers, teacher leaders, and early childhood educators, and other professionals to meet the needs of student through age 8, which may include providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school</p> <p>(8) Providing training, technical assistance, and capacity-building in the PSU to assist teachers, principal, or other leaders with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessment to improve instruction</p> <p>(9) Carrying out in-service training for school personnel in (a) techniques and supports needed to understand when and how to refer students affected by trauma and those at risk of mental illness, (b) use of referral mechanism that effectively links such children to appropriate treatment and intervention services, (c) forming partnerships between school-</p>		
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	<p>based mental health programs with public and private health organizations</p> <p>(10) Providing training to support the identification of student who are gifted and talented and implementing instructional practices that support the education of (a) early entrance or Kindergarten, (b) enrichment, acceleration, and curriculum compacting activities, and (c) dual or concurrent enrollment programs in secondary school and postsecondary education</p> <p>(11) Supporting the instruction services provided by effective school library programs</p> <p>(12) Providing training for all school personnel regarding how to prevent and recognize child sexual abuse</p> <p>(13) Developing and providing professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in STEM subjects, including computer science</p> <p>(14) Developing feedback mechanisms to improve schoolworking conditions, including through periodically and publicly reporting results of educator support and working conditions feedback</p> <p>(15) Providing high-quality professional development for teachers, principal, or other school leaders on effective strategies to integrate rigorous academic content, career and technical education, and work-based learning</p>		
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	(16) Carrying out activities that are evidence-based to the extent that the State approves as allowable for use of these funds		
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Title IV-A Student Support and Academic Enrichment

Consolidated Element/ESSA References	Indicators	Supporting Documentation to be submitted	Interview Questions
<p>Element 13</p> <p>Implementation of Title IV-A program</p> <p>4001 4106(e)(1)(E) 4106(e)(2)(C-E)</p>	<p>For School Districts:</p> <p>The district:</p> <ul style="list-style-type: none"> has processes 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: <ol style="list-style-type: none"> are among the schools with the greatest needs, as determined by the PSU have the highest percentage or numbers of students counted under section 1124(c) are identified as CSI schools are implementing TSI plans are identified as persistently dangerous public schools as described in section 8532 <p>For School Districts, Charters, and LAB School</p> <p>The PSU:</p> <ul style="list-style-type: none"> uses the funds to support: <ol style="list-style-type: none"> well-rounded education opportunities safe and healthy students and/or effective use of technology periodically evaluates the effectiveness of these activities 	<p>Districts</p> <ul style="list-style-type: none"> Documentation of the processes used to prioritize the distribution of Title IV-A funds based on the needs of students noted in the indicator box (regardless of the Title I status of the school) <p>Districts, Charters, and LAB Schools</p> <ul style="list-style-type: none"> Documentation of activities described by the PSU in the Grant Details section of CCIP such as schedules, brochures, presentation materials, invoices, or time sheets Evidence of evaluation of Title IV-A activities, such as a description of methodology and/or results/analysis of the evaluation data If applicable, regarding any mental health service funded by Title IV-A, a template of notices to parents concerning provided services with No child-specific information included If applicable, regarding any mental health services funded with Title IV-A, sample or template of a blank consent form with no child-specific information included 	<p>District Central Office</p> <ul style="list-style-type: none"> How does the district evaluate the effectiveness of activities within each of the three areas that are to be addressed in its implementation of the Title IV-A grant? What are the districts procedures to ensure that the funds address the schools with the greatest needs, regardless of Title I status? Are any mental health assessments or services funded by Title IV-A? If so, what types of notification is provided to parents: (1) describing the services provided, (2) the purpose for the assessment or service, (3) the provider of the assessment or service, (4) the timing of the assessment or service, (5) when it will begin and (6) how long the assessment or service may last? <p>Charter / LAB School Leadership</p> <ul style="list-style-type: none"> What are you doing with your Title IV-A funds? How are you monitoring the effectiveness of your activities so that you know you are accomplishing your goals? If so, what documentation is used to document these sessions?

	<p>based on the objectives and outcomes described in the application for funding</p> <p>Furthermore, if mental health assessments or services are funded by Title IV-A, the PSU has:</p> <ul style="list-style-type: none"> • 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, for each participating child in such activities, written informed consent from the parent of each participating child under the age of 18 		
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Title III Language Instruction for English Learners and Immigrant Students
If applicable

Consolidated Element/ESSA References	Indicators	Supporting Documentation to be submitted	Interview Questions
<p>Element 14</p> <p>Disseminations, Training, and Technical Assistance for English Language Development Standards</p>	<p>The PSU helps all teachers of English learners understand that WIDA English Language Development (ELD) Standards and provides all teachers with necessary training and technical assistance to implement the standards</p>	<ul style="list-style-type: none"> • Dated records (agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentation, and handouts) from professional development activities at which the ELD Standards were disseminated, and training was provided to assist all teachers of English learners in implementing the WIDA standards • Evidence of ELD standards dissemination such as web postings, brochures, articles, memos, etc. 	<p>District Level Principals</p> <ul style="list-style-type: none"> • How are the WIDA standards disseminated to all teachers of English learners at your school? How does the district ensure that all teachers understand these standards? • Have your teachers received adequate training and support for implementing the WIDA standards? <p>District Teachers</p> <ul style="list-style-type: none"> • In what ways does the district support you and your school in teaching English Learners? How

<p>3115(c)(1)(A) 3115(c)(2)(B)</p>			<p>does the district help you understand effective ways to teach the English learners?</p> <ul style="list-style-type: none"> • How does the district help you understand the WIDA standards? <p>Charter / LAB School Teachers</p> <ul style="list-style-type: none"> • In what ways does the Charter/LAB School support you in teaching English Learners? How does the Charter/LAB School help you understand effective ways to teach the English learners? • How does the Charter/LAB School help you understand the WIDA standards? <p>District Central Office</p> <ul style="list-style-type: none"> • How does the district ensure that all teachers of English learners understand the WIDA standards and effective ways to teacher English learners? • How does the district determine the topics for EL related professional development? <p>Charter / LAB School Leadership</p> <ul style="list-style-type: none"> • How does the Charter/LAB School ensure that all teachers of English learners understand the WIDA standards and effective ways to teacher English learners? • How does the Charter / LAB school determine the topics of EL-Related professional development?
<p>Element 15</p> <p>Procedures to Determine English Language Proficiency of Students and Notification Requirements</p>	<p>The PSU ensures that:</p> <ul style="list-style-type: none"> • Procedures are in place to determine which students need to be tested for English Language Proficiency • Procedures are in place for the use of the English Language Proficiency test to identify students as English Learners • Parents are notified of the results of the initial English Learner identification assessments within 	<ul style="list-style-type: none"> • Schedules for English Proficiency testing • Outline or summary of procedures used at the district school/charter/LAB School level • Outline or summary of procedures used at the district level • Template of letter (or a copy of a letter with personally identifying information removed) to notify parents of the results of the English Language proficiency test • Notification to parents of student identified to participate or are participating in the EL program no later than 30 days after the beginning of the 	<p>District Level Principals</p> <ul style="list-style-type: none"> • Who at your school oversees English Language Proficiency testing? • How are parents of EL students notified of the results of these tests? • How are your staff and teachers notified? • About how many EL students (rough percentage) do you have at your school? <p>District Central Office</p>

<p>3113(b)(2) 3113(b)(3)(A-B) 3116(b)(4)(A) 1112(e)(3)(A-B)</p>	<p>30 days of the beginning of the school year or within the first two weeks of the child being placed in a language instruction educational program, and</p> <ul style="list-style-type: none"> • Parents are notified of scheduling and results of annual English Language Proficiency testing • Inform parents of an English learner identified for participation or participating in the EL program 	<p>school year. This notification must include the following:</p> <ul style="list-style-type: none"> ○ the reasons for the identification of the student as an EL and in need of placement in a language instruction educational program ○ the child’s level of English proficiency, how such a level was assessed, and the status of the child’s achievement ○ the methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction ○ how the program in which their child is, or will be, participating will meet the educational strengths and needs of their child ○ how such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation ○ the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for ELs, and the expected rate of graduation from high school (including four-year adjusting cohort graduation rate and extended year adjusted cohort graduation rates for such program) if funds under Title I and/or Title III are used for children in high school ○ in the case of a child with a disability, how such program meets the objectives of the IEP of the child ○ information pertaining to parental rights that includes written guidance detailing the right that parents must have their child immediately remove from the EL program, the options that parents have to decline to 	<ul style="list-style-type: none"> • How does the district ensure that students are properly tested with initial and annual English language proficiency tests? • How does the district notify parents of the results of the initial and annual English language proficiency tests? <p>Charter / LAB School Leadership</p> <ul style="list-style-type: none"> • How does the Charter/LAB School ensure that students are properly tested with initial and annual English language proficiency tests? • How does the Charter/LAB School notify parents of the results of the initial and annual English language proficiency tests?
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		enroll their child in the EL program or to choose another program method if available and assisting parents in selecting among various programs and methods of instruction, if more than 1 program or method is offered by the eligible entity.	
Element 16 Provision of Instruction for English Learners and/or Immigrant Children and Youth <i>3115(c)(1)</i> <i>3115(e)(1)</i> <i>3116(b)(1)</i>	The PSU <ul style="list-style-type: none"> Has provided effective language instruction educational programs to increase the English language proficiency of English learners and If receiving funds for substantial increases in immigrant children and youth (PRC 111), uses the funds for activities that provide enhanced instructional opportunities for immigrant children and youth 	<ul style="list-style-type: none"> Dated records (agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentation, and handouts) from meetings at which educators planned or evaluation activities to enhance instruction for English learners and immigrant children and youth 	District Level Principals <ul style="list-style-type: none"> How does the district support effective language and academic instruction for immigrant students? About how many immigrant students have been identified at your school?
Element 17 Language Fluency of Teachers <i>3116(c)</i> <i>3201(7)</i>	The PSU ensure that all teachers in any language instruction education program for English learners, is, or will be, funded by Title III-A are fluent in English and any other language used for instruction, including having written and oral communications skills	<ul style="list-style-type: none"> Sample or template of documents used in the process of verifying fluency, such as rubrics or checklists used to assess oral fluency and documentation of written skills List of PSU criteria for determining fluency for written and oral communication skills 	District Central Office / Charter Leadership / LAB School Leadership <ul style="list-style-type: none"> How does the LEA ensure that all teachers in any language instruction educational program for Els funded by Title III are fluent in English and any other language used for instruction, including having written and oral communication skills?
Title I, Part C – Education of Migratory Children If applicable			
Element 18 Coordination and Integration of Migrant	Districts <ul style="list-style-type: none"> The district and its schools demonstrate coordination and integration of Migrant Education Program (MEP) with state and local services and programs 	<ul style="list-style-type: none"> Dated records (agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentation, and handouts) from meetings at which the district/charter/LAB School staff and/or PAC member collaborated with personnel 	District Central Office / Charter Leadership / LAB School Leadership <ul style="list-style-type: none"> How does the district coordinate and integrate its Migrant Education Program (MEP) with state and local services and programs?

<p>Education Programs</p> <p>1306(a)(1)(A,E,G) 1308 (a)(1) 1308(b)(2)(A)</p>	<p>Charter / LAB Schools</p> <ul style="list-style-type: none"> The Charter / LAB School demonstrates coordination and integration of Migrant Education Program (MEP) with state and local services and programs 	<p>from other state and local services or programs regarding the MEP program</p> <ul style="list-style-type: none"> Description or outline of how the district/charter/LAB School will coordinate and integrate MEP with state and local services and programs Samples of communications, between district/charter/LAB School staff and personnel from state and local services or programs, regarding the district's MEP program Records of transfer of student information and use of the Migrant Student Information Exchange (MSIX) database for MEP students 	<ul style="list-style-type: none"> Do you maintain regular contact with your regional migrant recruiter?
<p>Element 19</p> <p>Alignment with MEP State Service Delivery Plan</p> <p>1304(c)(4) 1306</p>	<p>The district/charter/LAB school provides to MEP-eligible children- including early learning age children and those who have dropped out of schools- services and instructional activities that are aligned with the MEP state Service Delivery Plan and consistent with the district's/charter's/LAB school's approved application for the Title I-C sub-grant.</p>	<ul style="list-style-type: none"> Evidence of supplemental activities/programs provided to or planned for migrant students, including early learning age children and students who have dropped out of school, such as: <ul style="list-style-type: none"> student work samples, with student names omitted or redacted pre/post assessment description of service provided to different grade spans of migratory children Evidence of supplemental <i>summer</i> activities/programs for migratory students, such as: <ul style="list-style-type: none"> summer registration forms, with any student names omitted or redacted flyer, brochures, or other documents announcing summer activities/program description of summer activities/programs offered to migratory children 	<p>District Central Office / Charter Leadership / LAB School Leadership</p> <ul style="list-style-type: none"> What services and instructional activities does your district provide for MEP eligible children? Are those services and activities aligned with the MEP State Service Delivery Plan and consistent with the district's/school's approved application for Title I-C? Does your MEP program reach early learning age children and those who have dropped out of school?
<p>Element 20</p> <p>Evaluation of Migrant Education Program</p> <p>1304(c)(3)</p>	<p>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.</p>	<ul style="list-style-type: none"> Dated records (agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentation, and handouts) from meetings or planning sessions at which staff members were involve in the use of data to evaluate the implementation and outcomes of the MEP 	<p>District Central Office / Charter Leadership / LAB School Leadership</p> <ul style="list-style-type: none"> What academic assessments and other migrant student data do you use to conduct the annual evaluation of the implementation and outcomes of MEP activities? Who is involved in the evaluation?

1306(a)(1)(D)			
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**Rural and Low-Income School Program (RLIS)
If applicable**

<p>Element 21</p> <p>RLIS Program Objectives and Outcomes</p> <p>5223(b)(1) 1112(c)(1)</p>	<p>The PSU has established measurable outcomes for the use of these funds and has a protocol in place for the expenditure of funds</p> <p>The PSU assures that migratory children and former migratory children (whether or not they are served with funds from the Title I-C Migrant Education Program) receive Title I-A services on the same basis as other children who receive such services</p>	<ul style="list-style-type: none"> • Copy of the document that shows the expenditure protocols for RLIS funds 	<p>District Central Office</p> <ul style="list-style-type: none"> • How are your RLIS funds being used? • How are you being intentional in the use of funds as related to the uniqueness of ruralness? • Were strategies for the use of RLIS based on increasing student achievement?
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**State Agency Title I, Part D subpart 1 (PRC 047)
If applicable**

<p>Element 22</p> <p>State Agency Title I, Part D Monitoring</p> <p>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]</p>	<p>Sec. 1401. [20 U.S.C. 6421] Purpose and Program Authorization</p> <p>It is the purpose of this part – to (1) improve educational services for children and youth in local, tribal, and State institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging State academic standards that all children in the State are expected to meet; (2) to provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment; and (3) to prevent at-risk youth from dropping out of school, and to provide dropouts, and children and youth returning from correctional facilities or institutions for</p>	<p align="center">Areas of Compliance</p> <p>(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 is permissible).</p> <p>1412 [20 U.S.C. 6432] Allocation of Funds and 1414 [20 U.S.C. 6434] State Plan and State Agency Application</p> <p>(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.</p> <p>1412 [20 U.S.C. 6432] Allocation of Funds and 1414 [20 U.S.C. 6434] State Plan and State Agency Application</p>	<p align="center">Examples of Evidence of Compliance</p> <ul style="list-style-type: none"> • Title I, Part D Plan • Schedule of activities for Title I, Part D services <ul style="list-style-type: none"> • Title I, Part D Plan • Schedule of activities for Title I, Part D services • Number of students served (exclude names / identifiers)
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	<p>neglected or delinquent children and youth, with a support system to ensure their continued education and the involvement of their families and communities.</p> <p>Sec. 1411. [20 U.S.C. 6431] Eligibility A state agency is eligible for assistance under this subpart if such State agency is responsible for providing free public education for children and youth – (1) in institutions for neglected or delinquent children and youth; (2) attending community day programs for neglected or delinquent children and youth; or (3) in adult correctional institutions.</p> <p><u>Rating Rubric</u></p> <p>Meets Requirements</p> <ul style="list-style-type: none"> • Compliance Element is 100% met and supported by all required evidence(s) • All required documents are provided and support compliance • Interviews support documentation, processes, and implementation. • Compliance is consistent at the charter school. <p>Meets Requirements with Recommendations</p> <ul style="list-style-type: none"> • Basic compliance requirements are met; recommendations are provided for improvement. <p>Finding(s)</p> <ul style="list-style-type: none"> • Evidence or lack of evidence show compliance Element has not been met. • Incomplete or lack of required documentation. 	<p>(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</p> <p>1412 [20 U.S.C. 6432] Allocation of funds 1414 [20 U.S.C. 6434] State Plan and State Agency Application 1415 [20 U.S.C. 6435] Use of Funds</p> <p>(4) State agencies must provide appropriate professional development for teachers and other staff</p> <p>1414 [20 U.S.C. 6434] State Plan and State Agency Application</p> <p>(5) The State agency will coordinate programs implemented with funds under this part with existing programs</p> <p>1414[20 U.S.C. 6434] State Plan and State Agency Application</p> <p>(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.</p> <p>1414 [20 U.S.C. 6434] State Plan and State Agency Application</p> <p>(7) Funds are used in a manner consistent with the purpose of this federal award.</p> <p>1415 [20 U.S.C. 6435] Use of Funds</p> <p>(8) Institution-wide projects are conducted in a manner that upgrades the entire educational effort of the institution. 1416 [20 U.S.C. 6436] Institution-Wide Projects</p>	<ul style="list-style-type: none"> • Assessment instrument/tools • Ranking of students (if unable to serve all students) including records of youth completing incarceration within 2 years (exclude names / identifiers) • Individual Education Plans (IEPs - redact names / identifiers) <ul style="list-style-type: none"> • Title I, Part D Plan • Staff development plans • Teacher professional development plans <ul style="list-style-type: none"> • List of community colleges/business agencies and other educational agencies • Records of transition services documented <ul style="list-style-type: none"> • Program evaluations • Title I, Part D plans <ul style="list-style-type: none"> • Equipment inventory • Description of program including academic assessment of student needs during intake (redact names / identifiers) <ul style="list-style-type: none"> • Comprehensive plan • Staff development plans
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	<ul style="list-style-type: none"> • Interviews lack understanding or support of documentation, processes, and implementation • Compliance is inconsistent in the charter school <p>Not Applicable</p> <ul style="list-style-type: none"> • The charter school is not eligible for the program • Accountability standard is not applicable • Program not elected (i.e., pre-school, private school participation) 	<p>(9) Each State agency shall reserve not less than 15 percent and not more than 30 percent of the amount such agency receives under this part for provision of transition services.</p> <p>1418 [20 U.S.C. 6438] Transition Services</p>	<ul style="list-style-type: none"> • Agendas, minutes, etc. to verify consultation during planning • Teacher professional development plans <ul style="list-style-type: none"> • Comprehensive plan describing activities • Records of transition activities (redact names / identifiers) • Budgets, purchase orders, payroll reports, etc. • Amount / percentage of funds reserved for transitions: \$ _____ / _____% • Name of transition coordinator for site: _____
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