

The Cross Program Consolidated Monitoring Tool

Monitoring Cycle - 2021-2025

Part 2: Title I, Part A Program

August 30, 2022

Office of Federal Programs
North Carolina Department of Public Instruction

The CPCM Tool

The CPCM monitoring instrument can be found on the Office of Federal Programs webpage.

First, click on the Cross-Program Monitoring Tab

Next, scroll to the [Consolidated Monitoring Instrument link](#).

The screenshot shows a webpage titled "Cross-Program Monitoring" with a dark blue sidebar on the right. The main content area includes a section "What is the focus of our work?" with a paragraph describing the division's role in supporting federal funds and providing technical assistance. Below this is a link "Why do we monitor and how can we help?". The "Monitoring Reviews" section contains three bullet points: "Compliance", "Technical Assistance", and "Building Relationships". At the bottom of the main content are three links: "Consolidated Monitoring Presentation", "Standard Operating Procedures Manual", and "Consolidated Monitoring Instrument". The sidebar on the right is titled "Federal Program Monitoring" and lists various programs, with "Cross-Program Monitoring" highlighted in a darker blue bar.

Cross-Program Monitoring

What is the focus of our work?

The Federal Program Monitoring and Support Division supports approximately \$560,000,000 in federal funds provided to districts and schools each year. The primary role of the Division is to provide grants administration, program monitoring, data collection and reporting, and to facilitate the necessary technical assistance to ensure not only compliance but quality programs for students. Compliance is the first step toward program quality; monitoring is the springboard to providing technical assistance.

[Why do we monitor and how can we help?](#)

Monitoring Reviews

- **Compliance** – It's the law. Monitoring federal programs helps ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education. Compliance monitoring is intended to be a collaborative partnership between the State and local education agencies (LEAs) and public charter schools to ensure compliance with the Elementary and Secondary Education Act.
- **Technical Assistance** – We're here to help. State monitoring team members provide technical assistance during the review visit and beyond. It is not the State's intent to tell the LEA HOW to run its title programs, but rather to answer questions, facilitate dialogue, and exchange ideas and information for program improvement while, at the same time, meeting all federal requirements.
- **Building Relationships** – We're in this together. The Department of Public Instruction's main objective is to raise student achievement for North Carolina's school children. Through cooperative assessment of the federal programs, between

[Consolidated Monitoring Presentation](#)

[Standard Operating Procedures Manual](#)

[Consolidated Monitoring Instrument](#)

Federal Program Monitoring

- [21st Century Community Learning Centers](#)
- [Comprehensive Continuous Improvement Plan](#)
- Cross-Program Monitoring**
- [Emergency Assistance for Nonpublic Schools \(EANS\)](#)
- [Equitable Services for Private Schools](#)
- [Every Student Succeeds Act \(ESSA\)](#)
- [Elementary and Secondary Schools Emergency Relief \(ESSER\)](#)
- [Extended Learning and Integrated Student Supports \(ELISS\) Competitive Grant Program](#)
- [Federal Program Contacts by Staff Member](#)
- [Federal Program Data Collection](#)
- [Foster Care Education](#)
- [Homeless Program Monitoring](#)
- [ICARES](#)
- [Migrant Education](#)
- [Monitoring Neglected and Delinquent Students](#)
- [Rural Education Achievement Program](#)

Element #6

Required Parent Notification –
Parent Right to Know

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

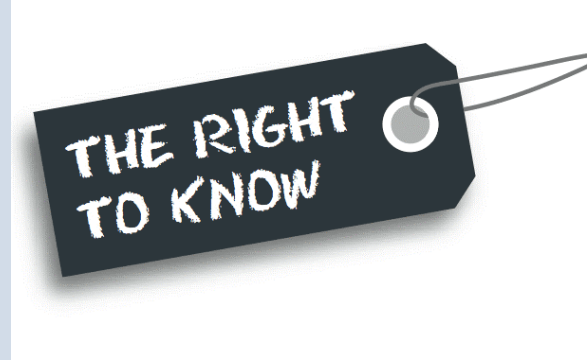


School and District Performance

- ❑ Website address to access the PSU's and selected schools' state annual report card
- ❑ Information being shared with parents to help them understand academic achievement and growth on each required assessment.



Parents Right to Know Letters



- ❑ A letter from each selected Title I School that includes information about the following:
 - Teacher and paraprofessional qualifications
 - Testing rights for all state and local testing
 - An opt out form/letter should be available for parents to access for testing

- ❑ A letter from each selected Title I School to notify parents when an unlicensed teacher or substitute has been in place for four or more consecutive weeks
 - A protocol for this communication must be submitted if the PSU has not encountered this issue.

English Learner Parent Notification

- ❑ A letter to notify parents of the results of the English language proficiency test

- ❑ Effective outreach activities to parents of English learners to inform them of the following ways to be active partners in assisting their children to:
 - ❑ attain English proficiency
 - ❑ achieve at high levels within a well-rounded education
 - ❑ meet the challenging State academic standards expected of all students

Testing Information on District and School Websites

- The following assessment information must be easily accessible on the district and school website:
 - the subject matter assessed
 - the purpose for which the assessment is designed and used,
 - the source of the requirement for the assessment,
 - the amount of time the student will spend taking the assessment,
 - the schedule for the assessment
 - the time and format for disseminating results

Parent Notification Best Practices



- A single Parent Right to Know Letter can include teacher and paraprofessional qualifications and testing transparency requirements.
- Each school should have a 4-week letter, and Right to Know letter(s) on school letterhead.
 - Ensure there is a protocol in place for disseminating the 4-week letter as soon as the need arises.
- The PSU and/or school's entire testing plan can be posted on the website



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Element #7

Required Commitments

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

The Equity Plan

- Internal and external communication regarding the Equity Plan and/or its implementation:
 - ❑ One to two methods of stakeholder involvement in the development, implementation and evaluation of the Equity Plan
- ❑ 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
 - School Site
 - District Level
 - Grade level, Subject, and Position

Child Welfare



- Evidence of collaboration with child welfare agencies, such as:
 - Best interest determination meetings
 - Program planning or making decision

- Professional development and/or trainings regarding the PSU's methods of collaboration with child welfare agencies

- Communication efforts between PSU and child welfare agencies, such as:
 - Emails
 - Letters/Memos

Reduction of Discipline

- Evidence must include:

- Planning and evaluation efforts to reduce the removal of student from classrooms for discipline purposes.
- 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.





Element #8

Homeless, and if applicable, Neglected
or Delinquent Students and Pre-K

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

Homeless Programming

- Meetings or events at which staff members planned programs or services to homeless children
- Training/outreach activities offered to community and/or staff members in support of services provided to homeless children
- Documentation of services that have been provided or are planned for eligible homeless children

N or D Stakeholder Engagement

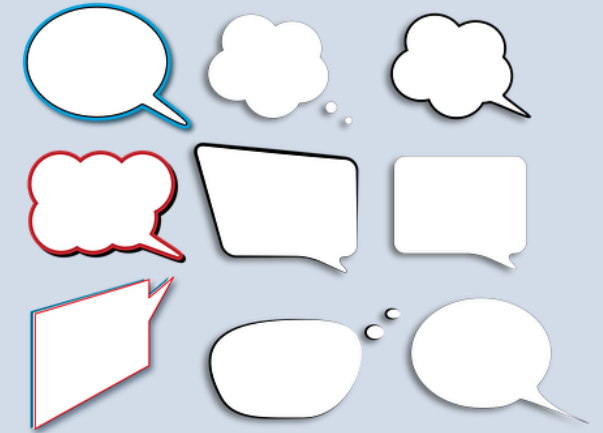
Stakeholder engagement that reflects:

- Planning for programs or services to neglected or delinquent students
- Training activities in support of services provided to neglected or delinquent students
- Outreach activities offered to community in support of services provided to neglected or delinquent students
- Planning and review of instructional programs and program evaluation, for students at neglected and delinquent institutions

N or D Program Documentation

Program Documentation may include, but not limited to:

- schedules or calendar of events
- tracking log or inventory log of services provided
- time sheet logs of staff, expenditure reports or invoices
- Services that have been provided or are planned for neglected or delinquent students



Program Evaluation

- Instructional program evaluation such as assessment results or surveys with the resulting analyses

* Agreement

- Agreement between the PSU and the institution/facility of how youth are participating in a comparable education program

* required if regular educational services are provided by the institution and the agreement has not already been uploaded in CCIP

Pre-K Stakeholder Engagement

- Transition meetings to review and plan transition from Pre-k to K
- Outreach activities, such as parent conferences, where parents are learning about the transition from early learning programs
- PD where staff and other stakeholders learning about the transition from early childhood programs

Documented Outreach:

- A parent notification letter for the selection of their child for early learning
- Documented communication between district/school administrators and providers of early childhood programs
- Outreach materials for parents related to the transition from Pre-K to K

Pre-K Practices, Processes, and Protocols

- Documented protocols to support the Pre-K to K transition, such as:
 - schedules of related events
 - job descriptions
 - procedures for managing records for enrollment
- A copy of the Multiple Selection Criteria Worksheet used for enrollment
- Description of the Title I early learning curriculum
- Description of the Title I classroom instructional monitoring practices



Element #8 Best Practices



- Process and procedures need to be in place to identify Homeless students even if you do not currently have any Homeless students enrolled.
 - [NC Homeless Education Program Website](#)
 - [NC Foster Education Program Website](#)
- Transition to Kindergarten is still applicable even if you do not have a Title I Pre-K. Use your MOU as guidance.
- PreK materials need to be available during monitoring for the evaluator to review in the PreK classroom.
- Be sure to redact all identifiers from sample documentation uploaded in the Sharepoint folders

Element #9

Use of Funds

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



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Use of Funds to Support Migrant Education

- NEW: The Occupational Survey must be included in **ALL** PSU enrollment packets. Evidence of the process to submit completed Occupational Surveys with NCDPI Staff.
- Any PSU receiving PRC051 funds must provide evidence of participation in DPI provided training for Identification and Recruitment (ID&R) and Quality Insurance.
- MEP Certificates of Eligibility will be randomly sampled through the secure server.

Title I Funded Professional Development



PROFESSIONAL
DEVELOPMENT



Evidence of Title I funded professional development with a focus on improving instruction.



Evidence of Title I funded professional development presented with a focus on the use of data.

Element #10

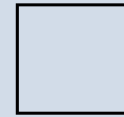
Targeted Assistance (TAS) Programs,
Schoolwide (SW) Programs,
Comprehensive Support and
Improvement (CSI), Targeted Support
and Improvement (TSI)

ESSA Citations: 1115(c), 1114(b), 1111(d)(1)(B), 1111(d)(2)(B)



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Targeted Assistance Programs



Procedures and criteria used to identify students for eligibility



Notification to parents about selection of child for targeted assistance services

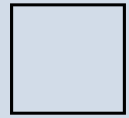


Consultation of stakeholders

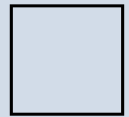
School-wide Programs



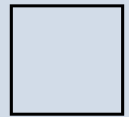
Comprehensive Needs Assessment (CNA)



SIP from each selected school



Minimum of one example of how the SIP is made publicly available



Evidence of stakeholder input in development and monitoring of SIP



CSI/TSI Interventions

Comprehensive Needs Assessment (CNA)

Board approved CSI/TSI plan which include interventions

Board Approval records

Evidence of stakeholder input in development and monitoring of CSI/TSI plan

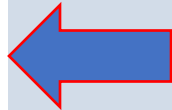
Timeline of interventions included in plan



Best Practices for School Improvement



View Report	Guest Page Share
Meeting Minutes	<input type="checkbox"/>
Agenda	<input type="checkbox"/>
Agenda	<input type="checkbox"/>
Agenda	<input type="checkbox"/>



- If the PSU uses NC STAR, be sure recent meeting minutes and the most current plan can be viewed by guests by clicking the *Guest Page Share* checkbox.
- Agenda must be converted to Meeting Minutes after each meeting.
- External stakeholders on School Improvement Teams should be clearly identified
- The timeline of CSI/TSI interventions can be denoted in the School Improvement Plan



Element #11

Parent and Family Engagement

ESSA Citations: 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)

District Parent and Family Engagement Policy

- Evidence of a diverse representation of parents' involvement in the development and evaluation of the district's PFE policy.

- The web address of the PFE policy on the district website

- A second method, aside from the web posting, in which the district PFE policy is shared.
 - See examples of dissemination listed previously

School Parent Compact

- ❑ A copy of a signed School Parent Compact for each of the selected schools
 - School Parent Compacts should be specific to each school. There should not be one generic district version used by each school.

- Evidence of meetings or events at which parents are involved and provided input in the following:
 - ❑ Annual review of the Compact
 - ❑ Annual evaluation of the Compact
 - ❑ Annual revision of the Compact, if needed



School Level Parent and Family Engagement Activities

Building Parent Capacity to Support their Child's Learning

- Meetings or events at which parents were provided with information, activities, or training to help their child at home
- Examples of materials/information about instruction, curriculum, assessments and standards in place at the school shared with parents that is focused on building parent capacity for each selected school
 - curriculum nights
 - parent conferences
 - monthly coffee meetings with the principal

Building Staff Capacity to Support Parents

- Evidence of professional development for staff to help build parent capacity to help their child at home
- Annual school –level professional development calendar that reflects scheduled related PD can be shared

District Involvement in PFE Activities

- The district must assist Title I schools in implementing effective PFE activities, such as:
 - Support with advertising of PFE events
 - Partnering with Title I Schools to facilitate district –wide PFE events
 - Requiring Title I schools to hosts a minimum number of PFE events each year
 - Internal protocols for PFE planning between the Federal Program Directors and the schools
 - District review and monitoring of PFE SIP goals



Parent and Family Engagement Best Practices



- Ensure the Compact is a useful document that can be shared with families during events such as conferences and attendance meetings.
 - Be sure to include migrant and pre-k families in your district meetings.
- Be sure to capture attendance records for in person and virtual events (e.g., Google forms)
- Discuss and garner feedback about PFE policy during Parent Advisory Council (PAC) meetings

A decorative graphic on the left side of the slide features a light blue background with several computer monitors. The monitors are arranged in a grid-like pattern, with some showing various content like charts, text, and images. The top monitor shows a landscape with mountains and a boat. The middle monitor shows a pink header with a white search bar and several colorful icons. The bottom monitor shows a yellow header with several hexagonal icons containing different symbols like a globe, a person, and a bar chart.

Video Resources – Required Viewing

Required Video #1:

Preparing for Your Upcoming Monitoring Visit? Monitoring Event Guidelines Presentation

Required Video #2:

CPCM Instrument Part 1: The Consolidated Program Elements (CPCM Elements 1-5)

Video Resources – Optional Viewing

CPCM Instrument Part 2: Title I, Parts A & D (Elements 6-11)

CPCM Instrument Part 3: Title II, Part A – (Element 12)

CPCM Instrument Part 4: Title IV, Part A – (Element 13)

CPCM Instrument Part 5: Title III, Part A – (Elements 14-17)

CPCM Instrument Part 6: Title I, Part C- MEP (Elements 18-20)

CPCM Instrument Part 7: Title V, Part B – RLIS (Element 21)

CPCM Instrument Part 8: Title I, Part D – State Operated Programs (Element 22)



We are here to support YOU!

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