

**Description of Elements and Supporting Documents
 for Cross Program Consolidated Monitoring
 School Districts**

A district’s compliance with federal law can be documented by the items listed below for each of the elements. It is not necessary to produce all of the items for a given element, only to provide sufficient information to demonstrate compliance. During the on-site monitoring visit, interviews with stakeholders will provide further evidence of compliance. Please consult your NCDPI program administrator for details about which elements may not apply to your district, how to organize and produce the documents and for any questions about the monitoring process. Details are also provided in *Guidelines for Cross Program Consolidated Monitoring* available on the [Federal Programs Monitoring and Support web site](#).

Element 1: Development, Evaluation and Revision of the District Parent and Family Engagement Policy

The district develops its parent and family engagement (PFE) policy with meaningful involvement of parents who are representative of all populations of participating children, annually evaluates the content and effectiveness of the policy and revises the policy, if necessary, based on the findings of the evaluation.

If the district has a Title I-C Migrant Education Program (MEP), a migratory parent advisory council (PAC) is included in these processes, to the extent practical.

NOTE: This element is about the district’s PFE policy, as opposed to its plans which are addressed in Element 12. Specifically, this element addresses the processes for the development of the district’s PFE policy with stakeholder input. Element 2 also addresses the policy – specifically, its contents and dissemination. Each participating school’s PFE policy is addressed in Element 3.

Title I-A, Sections 1116(a)(2)(A,D,E); **Title I-C**, Section 1304(c)(3)(A-B)

Examples of Evidence of Compliance		Notes
1a	Dated records from meetings at which parents were involved in <u>development, evaluation and/or review of the district’s PFE policy</u> , which should include: - agendas and/or meeting notes and - attendance records or sign-in sheets indicating <u>affiliation and position of participants</u>	Parents of all served students should be included in the process described above. Examples are: <ul style="list-style-type: none"> • English Learners • immigrants • migrant students • early learning students • and other populations within the LEA. Please consult Elements 4 and 5 before providing documentation here. Many activities fit those elements but do not address Element 1.
1b	Slide presentation(s) and/or other materials shared at meetings described in 1a	
1c	Documents related to annual evaluation of the policy, such as a parent surveys or feedback forms, with analysis of the results	
1d	<i>Any alternative language/format documents as described in Element 9 should be included here, as applicable, and not replicated in the folder for Element 9.</i>	
1e	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 2: Contents and Dissemination of the District Parent and Family Engagement Policy

The district adopts and disseminates a policy on parent and family engagement (PFE) that describes how the district will:

- establish the district’s expectations and objectives for meaningful parent and family engagement and
- comply with the provision of ESSA Section 1116(a)(2)(A-F).

NOTE: This element addresses only the district’s PFE policy and its dissemination.

Title I-A, Section 1116(a)(2)(A-F); **Title I-C**, Section 1304(c)(3)(A-B)

Examples of Evidence of Compliance		Notes
2a	The <u>district parent and family engagement policy on the district web site</u> - <i>NOTE: The policy should be easy to locate for any visitor to the web site.</i>	<p>If the district receives Title I-C funds, the documentation should reflect that the PFE policy is disseminated to parents of migratory children.</p> <p>If early learning is funded with Title I, the documentation should reflect that the PFE policy is disseminated to parents of early learning children.</p>
2b	An example of a second method, aside from the web posting, in which the <u>district parent and family engagement policy</u> is shared, such as a brochure or inclusion in a school or district handbook	
2c	<i>Any alternative language/format documents as described in Element 9 should be included here, as applicable, and not replicated in the folder for Element 9.</i>	
2d	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 3: The School Parent and Family Engagement Policy

OPTIONAL: USE SUBFOLDERS FOR SAMPLE SCHOOLS

The district ensures that each participating school:

- involves parents in an organized, ongoing and timely way in the review and improvement of the school parent and family engagement (PFE) policy
- convenes annual meetings, flexibly scheduled, to inform parents about Title I programs and promote parental involvement
- produces a school parent and family engagement policy that describes how the school will carry out the requirements of Section 1116(c) through 1116(f)
- disseminates the policy to parents and the public, via the school’s web site and other means, as needed to ensure that it is readily available and
- includes parents who are representative of all student populations in the above processes.

NOTE: This element addresses each participating school’s annual Title I meeting and the development and dissemination of their PFE policy. Plans and activities that align with the policy are dealt with in other elements.

Title I-A, Sections 1116(b) and 1116(c)(1-3)

Examples of Evidence of Compliance	Notes
3a Dated records from meetings at which parents were involved in the development, review and improvement of the school’s PFE policy , which should include: - agendas and/or meeting notes and - attendance records or sign-in sheets indicating <u>affiliation and position of participants</u>	Parents of children in early learning programs funded by Title I-A must also be included in the activities described for this element.
3b Dated records from the annual Title I meeting(s) required for this element, which should include: - agendas and/or meeting notes and - attendance records or sign-in sheets indicating affiliation and position of participants	
3c Slide presentation(s) and/or other materials shared at meeting(s) described in 3a or 3b	
3d The <u>school</u> parent and family engagement <u>policy</u> - <i>-NOTE: The policy should be easily located on the Internet.</i>	
3e An example of a direct method of disseminating the policy, such as a brochure or entry in a school or district handbook	
3f <i>Any alternative language/format documents as described in Element 9 should be included here, as applicable, and not replicated in the folder for Element 9.</i>	
3g <i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 4: Information to Parents about Instruction at their Children’s School

OPTIONAL: USE SUBFOLDERS FOR SAMPLE SCHOOLS

The district ensures that each participating school provides parents of participating children with:

- a description and explanation of the curriculum and academic content standards in use at the school
- a description and explanation of the forms of academic assessment used to measure their student’s progress
- a description and explanation of how achievement levels towards academic standards are determined
- opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children and a response to any such suggestions as soon as practicably possible and
- for parents of English Learners, the opportunity to participate in regular meetings to provide and respond to feedback regarding the effectiveness of services under Title I-A and Title III-A.

Furthermore, the district ensures that each participating school has developed, with the input of parents, a school-parent compact that outlines the shared responsibilities and the development of partnerships to help children achieve the state’s high standards and contains all the elements of 1116(d).

NOTE: See Elements 34 and 35 regarding the dissemination of information about academic performance of districts, schools and students.

Title I-A, Sections 1112(e)(3)(C)(i-ii), 1116(c)(4), 1116(d) and 1116(e)(1)

Examples of Evidence of Compliance		Notes
4a	Dated records from meetings or events at which parents were provided with the descriptions and explanations about instruction at their children’s school, which should include: - agendas and/or meeting notes and/or list of activities at an event(s) and - attendance records or sign-in sheets indicating <u>affiliation and position of participants</u>	<p>Parents of English learners and children in early learning programs funded by Title I-A must also be included in the activities described for this element.</p> <p>This is an element that would be supported by documentation of events such as curriculum night, parent conferences, monthly coffee meetings with principal, etc., as long as those events <u>inform parents in ways described above</u>. If a document supports both Elements 4 and 5, it should be replicated in both folders.</p>
4b	Slide presentation(s) and/or other materials shared at the meetings/events described in 4a	
4c	School-parent compact (specific to the school) along with evidence of dissemination, such as a link to the compact as posted on the school web site	
4d	Parent-teacher conference schedule or school calendar(s) indicating dates of parent/teacher conferences	
4e	Brochures, literature or other resources shared with parents to provide information about instruction at the school	
4f	<i>Any alternative language/format documents as described in Element 9 should be included here, as applicable, and not replicated in the folder for Element 9.</i>	
4g	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 5: Building Capacity for Parents to Support their Children’s Learning

OPTIONAL: USE SUBFOLDERS FOR SAMPLE SCHOOLS

The district ensures that each participating school implements strategies to build parent capacity for supporting student learning at home, including:

- providing parents with information and/or activities to help students at home
- providing parents with training on literacy and using technology, as appropriate, to foster parent involvement
- educating teachers, pupil services personnel, principals and other staff in the value and utility of parents as equal partners
- building consistent and effective communication between the home and the school
- providing other reasonable support for parental involvement activities as parents may request and
- for parents of English learners, an effective means of outreach to attain English proficiency and promote academic success.

Title I-A, Sections 1112(e)(3)(C)(i-ii) and 1116(e); **Title III-A**, Section 3115(c)(3)

Examples of Evidence of Compliance		Notes
5a	Dated records from meetings or events at which parents were provided with information, activities and/or training as described above, which should include: - agendas and/or meeting notes and - attendance records or sign-in sheets indicating <u>affiliation and position of participants</u>	<p>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>This is an element that would be supported by documentation of events such as curriculum night, parent conferences, monthly coffee meetings with principal, etc., as long as those events <u>build capacity in ways described above</u>. If a documentation supports both Elements 4 and 5, it should be replicated in both folders.</p>
5b	Dated records from meetings or events at which staff members were provided with professional development and/or training to help build parent capacity as described above, which should include: - agendas and/or meeting notes and - attendance records or sign-in sheets indicating <u>affiliation and position of participants</u>	
5c	Slide presentation(s) and/or other materials shared at meetings/events described in 5a & 5b	
5d	Professional development calendar, highlighting training provided to staff related to building parent engagement	
5e	Examples of materials/information shared via social media, newsletters, web site, brochures or other means, in order to build parent capacity as described for this element	
5f	<i>Any alternative language/format documents as described in Element 9 should be included here, as applicable, and not replicated in the folder for Element 9.</i>	
5g	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 6: Information to Parents about Qualifications of Teachers and Paraprofessionals

At the beginning of the school year, the district notifies parents of students receiving Title I-A services of their rights to request and be provided with the information regarding the qualifications of their children’s classroom teachers and paraprofessionals, including the following:

Whether the teacher -

- has met the state qualifications and licensing criteria for the grade level and subject areas in which the teacher provides instruction
- is teaching under emergency or other provisional status through which state qualification or licensing criteria has been waived and
- is teaching in the field of discipline of certification of the teacher

and whether the child is provided services by a paraprofessional and, if so, their qualifications.

Furthermore, the district ensures that each participating school provides timely notice to the parent(s) of a student that 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.

NOTE: This element is about the requirements to communicate with parents about qualifications of staff; it is not asking for the documentation of the qualifications.

Title I-A, Sections 1112(e)(1)(A) and 1112(e)(1)(B)(ii)

Examples of Evidence of Compliance		Notes
6a	Template of letter used to notify <u>all</u> parents of their right to be provided with information regarding professional qualifications of teachers	Parents of children in early learning programs funded by Title I-A must also be included in the activities described for this element.
6b	Template of letter used to <u>respond to parent requests for information</u> described in this element or sample of a letter in which the information was provided with the <u>names of any parents omitted or redacted</u>	
6c	<i>Any alternative language/format documents as described in Element 9 should be included here, as applicable, and not replicated in the folder for Element 9.</i>	
6d	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 7: Development, Review and Revision of School Plans

OPTIONAL: USE SUBFOLDERS FOR SAMPLE SCHOOLS

The district ensures that each participating school consults with stakeholders to develop, review and revise plans for use of Title I-A funds. (This applies to both schoolwide programs and targeted assistance schools.)

NOTE: This element is about processes, not the actual plans themselves. See Element 23 regarding the contents and dissemination of the plans for schoolwide programs. Documents that support Element 7 and Element 23 should be replicated in both folders.

Title I-A, Sections 1114(b) and 1116(c)(3)

Examples of Evidence of Compliance		Notes
7a	<p>Dated records from meetings or events at which <u>stakeholders</u> were involved in the development, review, and revision of the school’s plans for the use of federal funds (whether schoolwide or targeted assistance), which should include:</p> <ul style="list-style-type: none"> - agendas and/or meeting notes and - attendance records or sign-in sheets indicating <u>affiliation and position of participants</u> 	<p>Parents of children in early learning programs funded by Title I-A must also be included in the activities described for this element.</p>
7b	Slide presentation(s) and/or other materials shared at the meeting/event described in 7a	
7c	<i>Any alternative language/format documents as described in Element 9 should be included here, as applicable, and not replicated in the folder for Element 9.</i>	
7d	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 8: Implementation of the Title IV-A Program

The district:

- has processes to prioritize the distribution of Title IV-A funds to schools based on need as outlined in section 4106(e)(2)(A)
- uses the funds in accordance with section 4106(e)(2)(C-E) for activities to support: 1) well-rounded education opportunities 2) safe and healthy students and/or 3) effective use of technology and
- periodically evaluate the effectiveness of such activities based on the objectives and outcome described in the application for funding.

Furthermore, if mental health assessments or services are funded by Title IV-A, the district has:

- provided, to the parents of children receiving such services, written notice describing in detail the service provided, including the purpose for the 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.

Title IV-A, Sections 4001, 4106(e)(1)(E), 4106(e)(2)(A), 4106(e)(2)(C-E)

Examples of Evidence of Compliance		Notes
8a	<p>Dated records from meetings concerned with distribution of Title IV-A funds to schools based on need and with the planning of activities identified in the grant details section of CCIP, which should include:</p> <ul style="list-style-type: none"> - agendas and/or meeting notes and - attendance records or sign-in sheets indicating <u>affiliation and position of participants</u> 	
8b	Documentation of activities described by the district in the Grant Details section of CCIP such as schedules, brochures, presentation materials, invoices, or time sheets	
8c	Evidence of the evaluation of Title IV-A activities, such as description of methodology and/or results/analysis of the evaluation data	
8d	If applicable, regarding any mental health service funded with Title IV-A, template of notices to parents with <u>no child-specific information included</u>	
8e	If applicable, regarding any mental health service funded with Title IV-A, sample or template of a blank consent form with <u>no child-specific information included</u>	
8f	<i>Any alternative language/format documents as described in Element 9 should be included here, as applicable, and not replicated in the folder for Element 9.</i>	
8g	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 9: Understandable Language and Format of Information Disseminated to Parents **OPTIONAL: USE SUBFOLDERS FOR SAMPLE SCHOOLS**

The district and 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 who have limited English proficiency, parents and family members with disabilities and family members of migratory children.

Title I-A, Sections 1112(e)(4), 1116(b)(1), 1116(d) and 1116(f); **Title I-C**, Section 1304 (c)(3)(A,B); **Title III-A**, Section 3115(c)(3)

Examples of Evidence of Compliance	Notes
9a <i>NOTE: Many of the documents responsive to Element 9 are also responsive to Elements:</i> <ul style="list-style-type: none"> • 1 through 8 • 12, 24, 26 • 34 through 36. <i>NOTE: Such documents must be placed in the folders for those other elements and <u>should not be replicated here</u>. When reviewed in the other folders, they will be counted as supporting Element 9.</i>	Second language documents, oral translation services, sign language, assistive devices for hearing impaired, braille and large print are examples of efforts to make communication available to all.
9b Documentation of the district’s <u>general</u> plans or efforts to make communication available to all, including brochures, newsletters, flyers, web screen shots, etc. <i>NOTE: Such documents reflect the district’s generalized efforts and are not specific to the elements listed in 9a.</i>	
9c <i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 10: The Use of Funds for Eligible Attendance Areas and Students

The district:

- uses the same measure of poverty in determining eligible school attendance areas, rank order and allocations for Title I schools and
- provides services (funded by applicable programs) only in eligible school attendance areas, schools and/or with eligible students, including those living in local institutions for neglected and delinquent children.

Furthermore, any district participating in Title I-C adheres to the Identification and Recruitment (ID&R) and Quality Assurance Standards to identify students for MEP eligibility.

NOTE: See Element 32 regarding the MEP services provided to the identified eligible students through Title I-C, if applicable.

Title I-A, Sections 1112(b)(5) and 1113; **Title I-C**, Sections 1304(d) and 1304(e)

Examples of Evidence of Compliance		Notes
10a	Written process to identify eligible attendance areas, rank each area and determine allocations of Title I-A funds to schools <i>-NOTE: This information is already provided in CCIP Grant Details item #6 and does not need to be duplicated here.</i>	
10b	Documentation of services provided to students, if any, living in local institutions for neglected and delinquent children or in community day school programs <i>-NOTE: Please redact, delete or omit any student-identifying information in this documentation.</i>	
10c	MEP Certificates of Eligibility <i>-NOTE: This only applies to districts receiving Title I-C subgrant. Due to privacy laws, the DPI staff will conduct a random sampling of COEs that are available in the secure server.</i>	
10d	The monthly Supplemental Service Report for MEP <i>-NOTE: This only applies to districts receiving Title I-C subgrant. It will be checked by DPI staff in the secure server.</i>	
10e	Evidence of participation in DPI-provided training for Identification and Recruitment (ID&R) and Quality Assurance <i>-NOTE: This only applies to districts receiving Title I-C subgrant.</i>	
10f	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 11: The Use of Federal Funds to Supplement Not Supplant

The district does not use federal funds to provide programs or activities that are required by state or local law or to replace programs or activities that would otherwise be supported by state or local funds. The district uses Title I, Part C and Title III, Part A funds only to supplement the level of federal, state and local public funds that would have been used for respective program purposes.

Title I-A, Sections 1117(b)(1)(ii) and 1118(b)(1); **Title I-C**, Section 1306; **Title II-A**, Section 2123(b); **Title III-A**, Section 3115(g); **Title IV-A**, Section 4110; **Title VIII**, Section 8501

Examples of Evidence of Compliance		Notes
11a	The most recent Comparability Report - <i>NOTE: If the report is currently uploaded as a related document for Title I-A in CCIP, there is no need to provide a duplicate here.</i>	
11b	Source documents for the most recent Comparability Report	
11c	Personnel Activity Report (PAR) forms and schedules for staff who are split-funded	
11d	Most recent Title III Budget and Staff Charts - <i>NOTE: This only applies to districts receiving Title III funds. If the document is currently uploaded as a related document for Title III-A in CCIP, there is no need to provide a duplicate here.</i>	
11e	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 12: Development and Revision of the District Plans

The district plan for the use of applicable funds is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, administrators (including administrators of applicable programs cited below), other appropriate school personnel and parents of children in schools served by the applicable programs.

Furthermore, the district revises its plan as necessary.

Title I-A, Sections 1112(a)(1)(A) and 1112(a)(5); **Title I-C**, Section 1304(c)(3); **Title II-A**, Section 2102(b)(3); **Title III-A**, Section 3116(b)(4)(C); **Title IV-A**, Section 4106(c)

Examples of Evidence of Compliance		Notes
12a	The district plan for the use of applicable funds, as it appears in CCIP - <i>NOTE: The plan will be reviewed in CCIP by DPI staff and does <u>not</u> need to be duplicated here.</i>	<p>Districts receiving Title I-C should document the inclusion of parents of migratory children in the development and revision of the district plans.</p> <p>If early learning is funded with Title I, parents of early learning children should be included in the development and revision of the district plans.</p>
12b	<p>Dated records from meetings or events at which the stakeholder groups listed above were consulted in the <u>development and revision of the district plans</u> for the use of applicable funds, which should include:</p> <ul style="list-style-type: none"> - agendas and/or meeting notes and - attendance records or sign-in sheets indicating <u>affiliation and position of participants</u> 	
12c	Slide presentation(s) and/or other materials shared at the meeting/event described in 12a	
12d	<i>Any alternative language/format documents as described in Element 9 should be included here, as applicable, and not replicated in the folder for Element 9.</i>	
12e	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 13: Implementation of the District Equity Plan

The district:

- has an equity plan in place to ensure students in high poverty and/or high minority schools have equitable access to effective, experienced and properly credentialed teachers
- implements the equity plan by searching for, identifying and addressing disparities that results in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced or out-of-field teachers and
- evaluates its equity plan for impact of strategies.

Title I-A, Section 1112(b)(2)

Examples of Evidence of Compliance		Notes
13a	Current equity plan <i>-NOTE: If this is uploaded in CCIP as a related document for Title I, there is no need to include it here.</i>	
13b	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	
13c	The district staff communications regarding the equity plan and/or its implementation	
13d	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 14: District Monitoring and Support of Participating <u>School</u> Plans		OPTIONAL: USE SUBFOLDERS FOR SAMPLE SCHOOLS
The district monitors and supports its schools in the implementation of all applicable programs.		
Title I-A, 1112(a)(3)(B)(i)		
		Notes
14a	Dated records from meetings related to the district’s monitoring and support of school plans, which should include: - agendas and/or meeting notes and - attendance records or sign-in sheets indicating <u>affiliation and position of participants</u> <i>-NOTE: Such meetings may include board meetings and/or meetings between school and district administrators, if applicable.</i>	
14b	Slide presentation(s) and/or other materials shared at the meeting/event described in 14a	
14c	Document(s) establishing board or superintendent approval of school plans, with dates of approval	
14d	Recent NCStar Coaching Report for each sample school <i>-NOTE: There is no need to provide copies of these reports here, if the reports are maintained and updated in NCStar.</i>	
14e	Evidence of any evaluation (such as surveys, recommendations, etc.) of the fidelity of implementation of school plans and actions taken, if applicable	
14f	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 15: Notification and Consultation for Equitable Services to Private School Children

Prior to making any decision that affects the opportunities of eligible private school children to be served, the district provides meaningful consultation to private schools by:

- discussing with them all necessary information, including that which is outlined in ESSA Section 1117(b)(1), to help them determine if they will participate and
- sharing with them the goal of reaching an agreement about the equitable services, if any, that will be provided.

Title I-A, Section 1117(b); **Title VIII**, Section 8501

Examples of Evidence of Compliance		Notes
15a	<p>Dated records from meetings or events at which equitable services were explained and private school officials were provided with the opportunity to accept or decline participation, which should include:</p> <ul style="list-style-type: none"> - agendas and/or meeting notes and - attendance records or sign-in sheets indicating <u>affiliation and position of participants</u> <p><i>-NOTE: If no such meetings occurred due to lack of attendance by private school officials, items described in 15c and 15d will be sufficient documentation for this element.</i></p>	
15b	Slide presentation(s) and/or other materials shared at the meeting/event described in 15a	
15c	Tracking roster or other documentation related to the invitations to private school officials to attend the meetings described in 15a	
15d	Affirmation of Notification, Invitation & Consultation for Private School Equitable Services for each private school in the district, as listed in the NC Department of Administration Directory of Private Schools <i>-NOTE: If the consultation forms are already provided as consolidated related documents in CCIP, there is <u>no need to include them here</u>.</i>	
15e	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 16: Provision of Equitable Services to Private School Children

The district:

- provides the agreed-upon equitable services to the private school students and staff who are eligible for such services, either directly or through contracts with public and private agencies, organizations and institutions and
- continues meeting, as appropriate, with the private schools throughout the implementation and assessment of the services, in order to ensure the continued provision of equitable and effective services to eligible private school children.

Title VIII is the part of ESSA that states that the equitable services provisions apply to the non-Title I-A grants (Titles I-C, II-A, III-A, IV-A and IV-B.)

Title I-A, Sections 1112(c)(2), 1117(a)(3) and 1117(b)(3); **Title VIII**, Section 8501

Examples of Evidence of Compliance		Notes
16a	<p>Dated records from meetings or events at which participants engaged in ongoing consultation to facilitate private school participation in equitable services, which should include:</p> <ul style="list-style-type: none"> - agendas and/or meeting notes and - attendance records or sign-in sheets indicating <u>affiliation and position of participants</u> 	
16b	<p>Dated records of the agreed-upon equitable services activities, such as:</p> <ul style="list-style-type: none"> - PD sign-in logs - tutoring schedules (with any student-identifying information redacted or deleted) - inventories or invoices of purchases supplies, materials, or services 	
16c	Slide presentation(s) and/or other materials shared at the meeting/event described in 16a or 16b	
16d	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 17: Service to Eligible Homeless Children and Neglected or Delinquent Students

The district provides services comparable to those provided to children in schools funded under this part to serve the following eligible children and youths who do not attend participating schools:

- homeless children and youths, including providing educationally related support services to children in shelters and other locations where children may live
- children in local institutions for neglected children and
- if appropriate, children in local institutions for delinquent children and neglected or delinquent children in community day programs.

Title I-A, Section 1113(c)(3)(A-C)

Examples of Evidence of Compliance		Notes
17a	<p>Dated records from meetings or events at which staff members planned programs or services to homeless children and neglected or delinquent students, which should include:</p> <ul style="list-style-type: none"> - agendas and/or meeting notes and - attendance records or sign-in sheets indicating <u>affiliation and position of participants</u> 	<p>If the district uses Title I-A funds for early learning, young children and their families are included in the provision of such services.</p> <p>Student and family names should be redacted or deleted from all documentation, due to privacy concerns.</p>
17b	<p>Dated records from training/outreach activities offered to community and/or staff members in support of services provided to homeless children and neglected or delinquent students, which should include:</p> <ul style="list-style-type: none"> - agendas and/or meeting notes and - any handouts or presentation materials 	
17c	<p>Documentation of services that have been provided or are planned for eligible homeless children and neglected or delinquent students, such as:</p> <ul style="list-style-type: none"> - schedules or calendars of such events - a tracking log or inventory of services provided (with any <u>student or family names redacted or omitted</u>) - time sheet logs of staff - expenditure reports or invoices reflecting activity funded by the Title I homeless set-aside and, if applicable, the McKinney-Vento subgrant 	
17d	<p><i>Prior to providing other types of documents, please contact your DPI administrator.</i></p>	

Element 18: Program Requirements for Locally Operated Facilities for Neglected, Delinquent or At-Risk Children and Youth

The district ensures that each facility entering into an agreement with the district meets all requirements under Section 1423, as appropriate.

Title I-D, Sections 1421, 1422 and 1423

Examples of Evidence of Compliance	Notes
18a Dated records from district and/or program staff meetings where the <u>instructional program, including assessment, monitoring and program evaluation, for students at neglected and delinquent institutions</u> was planned and/or reviewed, which should include: - agendas and/or meeting notes and - attendance records or sign-in sheets indicating <u>affiliation and position of participants</u>	
18b Presentation materials or handouts used for meetings described in 18b	
18c Documents related to the evaluation of the instructional program, such as assessment results or surveys with the resulting analyses	
18d Documents related to the implementation of the Title I-D program, such as: - PRC050 expenditure reports, with Title I-D expenditure delineated from other expenditures - staff schedules and/or rosters indicating roles and points of contact between the district and the institution - description or list of supplies and materials purchased - description of academic supports or other services - communications with community partners related to Title I-D activities and expenditures	
18e Agreement (between the district and 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 such youth would attend <i>-NOTE: The agreement is required only if regular educational services are provided by the institution. If the agreement is uploaded in CCIP, there is no need to include it here.</i>	
18f <i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 19: Youth in Transition from Neglected and Delinquent Institutions

The district and participating schools implement plans for assisting children and youth in the transition from Neglected and Delinquent Institutions to schools.

Title I-D, Sections 1401(a)(3), 1422(d) and 1423(4)

Examples of Evidence of Compliance	Notes
19a N&D program description including transition strategies <i>-NOTE: If the program description is already provided in CCIP (as a consolidated related document) and includes a description of transition activities, there is no need to provide a duplicate here.</i>	
19b Dated records from district and/or program staff meetings where the support for <u>transition from neglected and delinquent institutions</u> was planned and/or reviewed, which should include: - agendas and/or meeting notes and - attendance records or sign-in sheets indicating <u>affiliation and position of participants</u>	
19c Written plans, strategies and/or protocols to support youth in <u>transition from neglected and delinquent institutions</u> that are shared with key district and/or program staff, such as: - schedules of related events - lists of duties or job descriptions - points of contact - procedures for managing records for enrollment	
19d Dated records from training, outreach activities or parent conferences where staff, parents or other stakeholders learned about the <u>transition from early childhood programs</u> , which should include: - agendas and/or meeting notes and - attendance records or sign-in sheets indicating <u>affiliation of participants</u>	
19e <i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 20: Youth in Transition from Early Childhood Programs		
<p>The district implements plans for assisting children and youth in the transition from <u>early childhood programs</u> to local elementary schools.</p> <p>Title I-A, Section 1112(b)(8); Title I-C, Section 1304(b)(1)</p>		
Examples of Evidence of Compliance		Notes
20a	<p>Dated records from district and/or program staff meetings where the support for <u>transition from early childhood programs</u> was planned and/or reviewed, which should include:</p> <ul style="list-style-type: none"> - agendas and/or meeting notes and - attendance records or sign-in sheets indicating <u>affiliation and position of participants</u> 	<p>Districts receiving Title I-C funds are required to provide documentation described in line 20g but must also ensure that the needs of MEP children are reflected in all plans described in this element.</p>
20b	<p>Written plans, strategies and/or protocols to support youth in <u>transition from early childhood programs</u> that are shared with key district and/or program staff, such as:</p> <ul style="list-style-type: none"> - schedules of related events - lists of duties or job descriptions - procedures for managing records for enrollment 	
20c	<p>Dated records from training, outreach activities or parent conferences where staff, parents or other stakeholders learned about the <u>transition from early childhood programs</u>, which should include:</p> <ul style="list-style-type: none"> - agendas and/or meeting notes and - attendance records or sign-in sheets indicating <u>affiliation of participants</u> 	
20d	<p>Presentation materials, brochures, letters to parents or other outreach materials related to <u>transition from early childhood programs</u></p>	
20e	<p>MOU between the district and Head Start or other programs providing early childhood programs</p>	
20f	<p>Emails, memos or letters between district administrators and providers of early childhood programs</p>	
20g	<p>For districts receiving Title I-C, evidence of MEP school readiness activities, such as</p> <ul style="list-style-type: none"> -Pre/post assessment for early learning MEP students in school readiness activities -Samples of school work from MEP readiness activities 	
20h	<p><i>Prior to providing other types of documents, please contact your DPI administrator.</i></p>	

Element 21: Service to Migratory Children	
<p>The district 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>	
Title I-A, Section 1112(c)(1)	
Examples of Evidence of Compliance	Notes
21a Documentation of supplemental support for migratory students within the Title I program (including identified migratory student list and indication of migratory status for TAS schools)	If the district uses Title I funds for early learning, the documentation should reflect that the assurances of this element extend to early learning children.
21b If no migratory students are identified, documentation that no migratory children attend any of the Title I-A participating schools in the district (such as email, memo, roster, report or note to file)	
21c <i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 22: Collaboration with State or Local Child Welfare Agencies

The district collaborates with state or local child welfare agencies, as appropriate, to:

- establish a point of contact and
- develop, fund and implement procedures to maintain children in foster care in their school of origin in accordance with the best interests of the child.

Title I-A, Section 1112(c)(5)

Examples of Evidence of Compliance		Notes
22a	<p>Dated records from meetings, such as best interest determination (BID) meetings, or events at which participants were involved in planning or making decisions related to collaborating with child welfare agencies, which should include:</p> <ul style="list-style-type: none"> - agendas and/or meeting notes and - attendance records or sign-in sheets indicating <u>affiliation and position of participants</u> 	
22b	<p>Dated records from meetings or trainings at which participants were trained on or provided with information regarding the district’s collaboration with child welfare agencies, which should include:</p> <ul style="list-style-type: none"> - agendas and/or meeting notes and - attendance records or sign-in sheets indicating <u>affiliation and position of participants</u> 	
22c	Slide presentation(s) and/or other materials shared at the meeting/event described in 22a or 22b	
22d	Emails or memos related to the efforts described for this element	
22e	Names of points of contact and job title at both the agency and the district	
22f	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 23: Contents and Dissemination of Plans for Schoolwide Programs

OPTIONAL: USE SUBFOLDERS FOR SAMPLE SCHOOLS

The district ensures that each school operating a school-wide program (as opposed to a targeted assistance program) has developed a publicly available schoolwide plan that is based on a comprehensive needs assessment of the entire school and identifies the strategies that the school will implement to:

- address its identified needs
- strengthen the academic program
- increase the amount and quality of learning time
- provide a rich and accelerated curriculum and
- help all children meet the state academic standards, particularly those children who are at risk of not meeting the standards, as called for in 1114(b)(7)(A).

Furthermore, the district ensures that each schoolwide plan identifies the specific state educational agency and local educational agency programs and other (non-Title I) federal programs that will be coordinated and integrated in the schoolwide plans, such as programs for violence prevention, nutrition, housing, Head Start, adult education, and career and technical education.

NOTE: See Element 7 regarding the development of schoolwide plans with stakeholder input. Documents that support Element 7 and Element 23 should be replicated in both folders.

Title I-A, Section 1114(b)

Examples of Evidence of Compliance		Notes
23a	School Comprehensive Needs Assessment - <i>NOTE: If the school's needs assessment is available in NCStar, it is not required in the folder for this element. However, if the school or district prefers to provide the plan in the folder, the PDF document generated by NCStar will be acceptable.</i>	
23b	Schoolwide plan that includes the necessary strategies - <i>NOTE: A school's NCStar Comprehensive Report will include the necessary strategies. Therefore, schools using NCStar do not need to provide the plan in the folder for this element. However, if the school or district prefers to provide the plan in the folder, the PDF document generated by NCStar would be acceptable, as would a suitable document generated outside of NCStar.</i>	
23c	Example of how the schoolwide plan is made publicly available, such as screen shot of a web page, notice to parents about the plans, etc.	
23d	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 24: Identification of Students at Targeted Assistance Schools

OPTIONAL: USE SUBFOLDERS FOR SAMPLE SCHOOLS

The district ensures that each school operating a targeted assistance program (as opposed to a schoolwide program) determines which students are eligible for services based on their being identified as failing, or most at risk of failing, to meet the state academic standards, with the following conditions:

- The determination for students from early learning through grade 2 is based solely on criteria, including objective criteria, established by the local educational agency and supplemented by the school.
- The determination for students in grades 3 or higher is based on multiple, educationally related, objective criteria established by the local educational agency and supplemented by the school.

NOTE: This element applies to any school operating a Targeted Assistance model, regardless of whether it also uses Title I-A set-aside funding for early learning. See Element 42 regarding the identification of students for eligibility in early learning programs that do use such funding.

Title I-A, Section 1115(c)

Examples of Evidence of Compliance		Notes
24a	From each sample school operating a targeted assistance program, a description or summary of procedures and criteria used to identify students for eligibility <i>-NOTE: If this information is already clearly provided in CCIP Grant Details item #14, it does not need to be duplicated here.</i>	
24b	Template or blank copy of the district’s notification to parents related to the selection of their children for targeted assistance <i>-NOTE: If a completed form is provided as documentation, any student-identifying information must be omitted, deleted or redacted.</i>	
24c	<i>Any alternative language/format documents as described in Element 9 should be included here, as applicable, and not replicated in the folder for Element 9.</i>	
24d	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 25: Dissemination, Training and Technical Assistance for English Language Development Standards

The district helps all teachers of English Learners understand the WIDA English Language Development (ELD) Standards and provides those teachers with necessary training and technical assistance to implement the standards.

Title III-A, Sections 3115(c)(1)(A) and 3115(c)(2)(B)

Examples of Evidence of Compliance		Notes
25a	<p>Dated records from PD activities or meetings at which ELD Standards were disseminated and training was provided as described above, which should include:</p> <ul style="list-style-type: none"> - agendas and/or meeting notes and - attendance records or sign-in sheets indicating <u>affiliation and position of participants</u> 	
25b	Slide presentation(s) and/or other materials shared at the PD activities or meetings described in 25a	
25c	Evidence of ELD standards dissemination such as web postings, brochures, articles, memos, etc.	
25d	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 26: Procedures to Determine English Language Proficiency of Students

The district ensures that:

- 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 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
- parents are notified of scheduling and results of annual English Language Proficiency testing.

Title I-A, Sections 1111(b)(2)(G) and 1112(e)(3)(A,B); **Title III-A**, Sections 3113(b)(2), 3113(b)(3)(A-B), 3116(b)(2)(A) and 3116(b)(4)(A)

Examples of Evidence of Compliance		Notes
26a	Schedules for English Language Proficiency testing	
26b	Outline or summary of procedures used at the school level	
26c	Outline or summary of procedures used at the district level	
26d	Template of letter (or a copy of a letter with personally identifying information removed) to notify parent of the results of the English language proficiency test	
27e	<i>Any alternative language/format documents as described in Element 9 should be included here, as applicable, and not replicated in the folder for Element 9.</i>	
27f	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 27: Provision of Instruction for English Learners and/or Immigrant Children and Youth

The district:

- 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.

Title III-A, Sections 3115(c)(1), 3115(e)(1) and 3116(b)(1)

Examples of Evidence of Compliance		Notes
27a	Language Instruction Educational Programs (LEIP) Service Chart with documentation of impact of services	
27b	Dated records from meetings at which educators planned or evaluated activities to <u>enhance instruction for English learners and immigrant children and youth</u> , which should include: - agendas and/or meeting notes and - attendance records or sign-in sheets indicating <u>affiliation and position of participants</u>	
27c	Slide presentation(s) and/or other materials related to <u>enhancing instruction for English Learners and/or immigrant children and youth</u>	
27d	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 28: Language Fluency of Teachers

The district ensures that all teachers in any language instruction educational 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.

Title III-A, Sections 3116(c) and 3201(7)

Examples of Evidence of Compliance	Notes
28a Sample or template of documents used in the process of verifying fluency, such as: - rubrics or checklists used to assess oral fluency - documentation of written skills	
28b List of district criteria for determining fluency as called for in this element.	
28c An entry from a district administrative manual or memo describing procedures for determining fluency as called for in this element.	
28d <i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 29: Certification and Licensure Requirements of Teachers and Paraprofessionals

The district has procedures for ensuring that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification.

NOTE: This element does not require documentation of the qualifications of staff members.

Title I-A, Section 1112(c)(6)

Examples of Evidence of Compliance		Notes
29a	Outline or summary of procedures used by the district to verify certification and licensure requirements	
29b	A template or sample document related to ensuring that all staff members meet certification and licensure requirements. <i>-NOTE: If a sample document is included, <u>the staff member's personal identifying information</u> such as name, address, and social security number must be redacted or deleted.</i>	
29c	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 30: Professional Development

OPTIONAL: USE SUBFOLDERS FOR SAMPLE SCHOOLS

The district and its schools provide high quality professional development that:

- is evidence-based
- aligns with approved district and school plans for the use of applicable funds
- is planned with the input of teachers and other staff members
- 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 students from other students.

The professional development includes, if applicable, activities that:

- 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 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 as described in 3115(c)(2)(A-D).

Title I-A, Sections 1114(b)(7)(A)(iii)(IV) and 1113(b)(2)(D); **Title I-C**, Section 1304(c)(7)(B); **Title II-A**, Section 2102(b)(2); **Title III-A**, Section 3115(c)(2)

Examples of Evidence of Compliance		Notes
30a	Dated records , including agendas & sign-in sheets, from meetings where teachers and other staff <u>provided input</u> for PD planning at their school and/or throughout the district	<p>If the district uses Title I funds for early learning, the documentation should reflect that the teaching and administrative staff who serve early learning students are included in the activities described for this element.</p>
30b	Dated records , including agendas & sign-in sheets, from a PD event(s) focusing on <u>eliminating the achievement gap</u> affecting low-income and minority children	
30c	Dated records , including agendas & sign-in sheets, from a PD event supporting high-quality and comprehensive educational programs and services for <u>migratory children</u> , if applicable to the district	
30d	Dated records , including agendas & sign-in sheets, from a PD event to <u>improve instruction for English learners</u> by improving the skills and knowledge of <u>all</u> staff (not just EL teachers) as describe above <i>-NOTE: This only applies to districts participating in Title III-A.</i>	
30e	Artifacts of PD monitoring efforts, such as: - monitoring plans or procedures - timely feedback from participants and analyses or reports summarizing the feedback	
30f	List of PD events, with descriptions and dates, made available by the district or school	
30g	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 31: Coordination and Integration of Migrant Education Program

The district and its schools demonstrate coordination and integration of Migrant Education Program (MEP) with state and local services and programs.

Title I-C, Sections 1306(a)(1)(A,E,G), 1308(a)(1) and 1308(b)(2)(A)

Examples of Evidence of Compliance		Notes
31a	<p>Dated records from meetings at which district staff and/or PAC members collaborated with personnel from other state and local services or programs regarding the MEP program, which should include:</p> <ul style="list-style-type: none"> - agendas and/or meeting notes and - attendance records or sign-in sheets indicating <u>affiliation and position of participants</u> - other meeting artifacts such as handouts or presentation materials 	
31b	Description or outline of how the district will coordinate and integrate MEP with state and local services and programs	
31c	Samples of communications, between district staff and personnel from state and local services or programs, regarding the district's MEP program	
31d	Records of transfer of student information and use of Migrant Student Information Exchange (MSIX) database for MEP students <i>-NOTE: If this is already uploaded into CCIP, there is no need to provide it here.</i>	
31e	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 32: Alignment with MEP State Service Delivery Plan

The district/sub-grantee provides to MEP-eligible children - including early learning age children and those who have dropped out of school - services and instructional activities that are aligned with the MEP State Service Delivery Plan and consistent with the district’s approved application for the Title I-C sub-grant.

NOTE: See Element 10 regarding identification of students for MEP eligibility.

Title I-C, Sections 1304(c)(4) and 1306

Examples of Evidence of Compliance		Notes
32a	MEP component in CCIP - <i>NOTE: There is no need to provide duplicates of documents currently included in CCIP.</i>	
32b	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: - student work samples, with <u>student names omitted or redacted</u> - pre/post assessment - description of service provided to different grade spans of migratory children	
32c	Evidence of supplemental <i>summer</i> activities/programs for migratory students, such as: - summer registration forms, with any <u>student names omitted or redacted</u> - flyer, brochures or other documents announcing summer activities/program - description of summer activities/programs offered to migratory children	
32d	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 33: Reduction of Overuse of Discipline

The district supports efforts to reduce the use of discipline practices that remove students from the classroom.

Title I-A, Section 1112(b)(11)

Examples of Evidence of Compliance		Notes
33a	<p>Dated records from meetings or events at which participants made plans or evaluated efforts to reduce the removal of students from classrooms for discipline purposes, which should include:</p> <ul style="list-style-type: none"> - agendas and/or meeting notes and - attendance records or sign-in sheets indicating <u>affiliation and position of participants</u> 	<p>If the district uses Title I funds for early learning, the documentation should reflect that those programs are included in the efforts described for this element.</p>
33b	Slide presentation(s) and/or other materials shared at the meeting/event described in 33a	
33c	Descriptions 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	
33d	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 34: Annual Report Cards for the District and Schools		OPTIONAL: USE SUBFOLDERS FOR SAMPLE SCHOOLS
The district disseminates the North Carolina School Report Cards.		
Title I-A, Section 1111(h)(2)		
Examples of Evidence of Compliance		Notes
34a	Evidence of dissemination, to parents, of the most recent annual district report , such as a cover letter, web posting and other methods	The dissemination described above is in addition to the online availability of the North Carolina School Report Cards provided by the State of North Carolina.
34b	For each sample school, evidence of dissemination, to parents, of the most recent annual school report , such as a cover letter, web posting and other methods	
34c	<i>Any alternative language/format documents as described in Element 9 should be included here, as applicable, and not replicated in the folder for Element 9.</i>	
34d	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 35: Information Shared with Parents Regarding Achievement Level and Growth **OPTIONAL: USE SUBFOLDERS FOR SAMPLE SCHOOLS**

The district ensures that each participating school provides parents with information on the level of achievement and academic growth of their student on each of the state academic assessments that are required under Title I-A, if applicable and available.

Title I-A, Section 1112(e)(1)(B)(i)

Examples of Evidence of Compliance		Notes
35a	Template or sample of a cover letter to accompany student report card provided to parents	
35b	Samples of information being shared with parents to help them understand achievement level and academic growth of their students - <i>NOTE: Please make sure that any student-identifying information is omitted or redacted from the documentation provided here.</i>	
35c	<i>Any alternative language/format documents as described in Element 9 should be included here, as applicable, and not replicated in the folder for Element 9.</i>	
35d	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 36: Testing Transparency

In order to ensure transparency regarding any federal, state or district required assessments, the district shall:

- notify all parents in Title I schools of their right to request and be provided with information regarding any state or local educational agency policy regarding student participation in any assessments mandated by the state or local educational agency and
- make widely available via public means, including by posting on the district and school websites, the following information for each grade level served by the district:
 - the subject matter assessed
 - the purpose for which the assessment is designed and used
 - the source of the requirement for the assessment and
 - if available, the schedule for the assessment and the time and format for disseminating results.

Title I-A, Section 1112(e)(2)

Examples of Evidence of Compliance		Notes
36a	Template of letter used to notify parents of their right to be provided with information related to assessment as described above	
36b	Sample of a document used to disseminate the assessment information described above	
36c	Web address for the assessment information described above	
36d	<i>Any alternative language/format documents as described in Element 9 should be included here, as applicable, and not replicated in the folder for Element 9.</i>	
36e	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 37: Evaluation of Migrant Education Program

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.

Title I-C, Sections 1304(c)(3) and 1306(a)(1)(D)

Examples of Evidence of Compliance	Notes
37a Dated records from meetings or planning sessions at which staff members were involved in the use of data to evaluate the implementation and outcomes of the MEP, which should include: - agendas and/or meeting notes and - attendance records or sign-in sheets indicating <u>affiliation and position of participants</u>	
37b Slide presentation(s) and/or other materials shared at the meeting/event described in 37a	
37c Annual program evaluation <i>-NOTE: If this is currently uploaded in CCIP, there is no need to include it here.</i>	
37d MEP student profile <i>-NOTE: If this is currently uploaded in CCIP, there is no need to include it here.</i>	
37e <i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 38: Evaluation of Programs for Neglected, Delinquent and At-Risk Children and Youth

The district evaluates all programs funded in accordance with Subpart 2 of Title I-D to determine each program’s impact on student achievement, submits the evaluation to NCDPI and uses the results of the evaluation to improve subsequent activity for participating children and youth.

Title I-D, Section 1431

Examples of Evidence of Compliance		Notes
38a	Results from surveys, questionnaires or feedback forms and analysis of the results and/or descriptions of subsequent program improvements based on the results	
38b	Dated records from meetings or planning sessions where evaluation of programs for neglected, delinquent and at-risk children were performed or discussed, which should include: - agendas and/or meeting notes and - attendance records or sign-in sheets indicating <u>affiliation and position of participants</u>	
38c	Slide presentation(s) and/or other materials shared at the meeting/event described in 38b	
38d	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 39: Approval, Evaluation and Contents of CSI/TSI Schools

OPTIONAL: USE SUBFOLDERS FOR SAMPLE SCHOOLS

The district ensures that Comprehensive Support and Improvement (CSI) plans and/or Targeted Support and Improvement (TSI) plans are approved by the district board and evaluated annually with input from various stakeholders, including the district board, and the plan identifies timely interventions that are supported by a needs assessment for the school.

Title I-A, Section 1003(d)

Examples of Evidence of Compliance		Notes
39a	Schoolwide needs assessment	
39b	Board approved CSI/TSI plan(s) which includes a description of the interventions	
39c	Dated records from board meetings or planning sessions at which CSI/TSI Plans were discussed and/or introduced for board approval, which should include: - agendas and/or meeting notes and - attendance records or sign-in sheets indicating <u>affiliation and position of participants</u>	
39d	Slide presentation(s) and/or other materials shared at the meeting/event described in 39c	
39e	Dated records from meetings or planning sessions of CSI/TSI teams or other stakeholder groups at which plans were discussed and/or introduced to facilitate development or evaluation, which should include: - agendas - minutes or meeting notes - handouts, presentation materials - attendance records or sign-in sheets	
39f	Slide presentation(s) and/or other materials shared at the meeting/event described in 39e	
39g	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 40: CSI/TSI Plan Implementation

OPTIONAL: USE SUBFOLDERS FOR SAMPLE SCHOOLS

The district ensures that each CSI/TSI school implements the interventions described in its plan.

Title I-A, Section 1003(d)

Examples of Evidence of Compliance		Notes
40a	Schedules/timelines of the interventions	
40b	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 41: Resources for CSI/TSI Schools		OPTIONAL: USE SUBFOLDERS FOR SAMPLE SCHOOLS
<p>The district provides resources for each of its CSI/TSI Schools to sufficiently support the school’s implementation of academic interventions.</p> <p>Title I-A, Section 1003(d)</p>		
Examples of Evidence of Compliance		Notes
41a	Evidence of resources provided to CSI/TSI, such as funding, staff, materials, etc.	
41b	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>	

Element 42: Title I-A Early Learning Programs

The district ensures that the selection of early learning students is:

- based on multiple sources of data such as developmentally appropriate measures, parent interview, and teacher observation
- educationally relevant, specifically addressing how the child performs in all areas of development (social, emotional, physical, cognitive, language) and
- obtained through objective, standardized measures

and that instruction is delivered:

- via comprehensive curriculum that is developmentally appropriate, aligned with North Carolina’s early learning standards and supportive of a broad range of interests and abilities.
- according to a daily schedule that provides a balanced program of child-initiated & adult-directed learning experiences – including individual and small group activities, both indoors and outdoors – and opportunity for sustained creative play.

Furthermore, the district ensures that student progress is monitored through assessment that is:

- conducted on an ongoing basis, using multiple methods and sources of data (observation, work samples, anecdotal records) and
- used to identify both strengths and need and to inform instructional decisions.

Title I-A, Section 1112(b)(8)

Examples of Evidence of Compliance		Notes
42a	Template or blank copy of the district’s notification to parents (in their native language) related to the selection of their children for early learning - <i>NOTE: Any student-identifying information must be omitted, deleted or redacted.</i>	<p>During the monitoring visit, DPI staff 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>For privacy reason, please do not provide any specific student records here.</p>
42b	Template or blank copy of the Multiple Selection Criteria Worksheet used to record the results of the developmental screener, parent questionnaire and teacher observation	
42c	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	
42d	Description of the monitoring practices or a cover page from a guiding document (such as teacher manual) related to monitoring used in all Title I early learning classrooms	
42e	<i>Any alternative language/format documents as described in Element 9 should be included here, as applicable, and not replicated in the folder for Element 9.</i>	
42f	<i>Prior to providing other types of documents, please contact your DPI administrator.</i>	