



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

2019-2020

LEA & School Onsite Monitoring Document

Title I, A; Title II, A; Title III, A; Title IV, A; RLIS

Every Student Succeeds Act

The Indiana Department of Education's (IDOE) Review Team will complete this document as a record of the Onsite Review of Title I, Part A; Title II, Part A; Title III, Part A; Title IV, Part A; and RLIS. It details the findings of the Review Team regarding the key focus areas identified in this protocol. If any areas are found to be in partial compliance or out of compliance, a finding will be listed on the report generated by the team from the IDOE. This report will be completed within 30 business days of the visit to the Local Educational Agency (LEA).

LEA Name: **XX** Corporation Number: **XX**

Date of Visit: **Month, XX, 2019** Superintendent: **Name**

IDOE Team Members: **Names, Roles @ visit (separate by semicolon)**

Program Administrators: **Name, Title I, A; Name, Title II, A; Name, Title III, A; Name, Title IV, A; Name, RLIS**

School 1: **XX** Principal: **Name**

School 2: **XX** Principal: **Name**

Other Staff Members: **Names, Titles (separate by semicolon)**

Compliance Standard Indicator	Applicable to:	<p style="text-align: center;">Acceptable Evidence</p> <p style="text-align: center;">Rating Scale: M=Meets Requirements R=Recommendation FI=Finding N/A=Not Applicable</p>	Rating	<p style="text-align: center;">Comments</p> <p style="text-align: center;">[Noted: one cell = LEA monitoring level only; split cell = LEA above/School(s) below, as applicable]</p>
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Title I, A; Title II, A; and Title III, A Monitoring Indicators

Monitoring Topic 1: Compliance with ESSA professional qualification requirements for paraprofessionals and comparability *Title I, A, Sections: 1111, 1112, 1118*

1	Provide evidence that all Title I, A instructional paraprofessionals meet the statutory requirements for being highly qualified.	Title I, A	<p>Acceptable Evidence:</p> <input type="checkbox"/> HR Records		<p>LEA:</p> <hr/> <p>School 1:</p> <hr/> <p>School 2:</p>
2	Provide an assurance that low-income and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.	Title I, A Title II, A	<p>Acceptable Evidence:</p> <input type="checkbox"/> Discuss the strategies the LEA is implementing to fulfill this assurance; and <input type="checkbox"/> Discuss how the LEA determines whether or not the strategies are effective		<p>LEA:</p>
3	Comparability: Comparability requirements should be met yearly, even though reports are only due at the IDOE biennially. Provide evidence of the completed comparability report and the accuracy of the report.	Title I, A	<p>Acceptable Evidence:</p> <input type="checkbox"/> Copy of the report; and <input type="checkbox"/> Verify report with staff rosters; and <input type="checkbox"/> Compare two schools on the report with staff rosters; and <input type="checkbox"/> Did you need to make any adjustments in schools based on the report?		<p>LEA:</p>

Monitoring Topic 2: Compliance with compensation for personnel services requirements *UG §200.430(i)*

Topic #2 will be reviewed by the Fiscal Monitoring Team.

Monitoring Topic 3: Compliance with complaint procedures *Title I, A Subpart F-Complaint Procedure (CFR, Title 34)*

1	Provide evidence that the LEA has a written complaint procedure policy.	Title I, A	<p>Acceptable Evidence:</p> <input type="checkbox"/> Copy of policy; and <input type="checkbox"/> Copy of any complaints filed		<p>LEA:</p> <hr/> <p>School 1:</p> <hr/> <p>School 2:</p>
2	Provide evidence that any complaints filed have been addressed.	Title I, A	<p>Acceptable Evidence:</p> <input type="checkbox"/> Letters, documentation of meetings; and <input type="checkbox"/> If applicable, complaint resolution; or <input type="checkbox"/> Not applicable		<p>LEA:</p> <hr/> <p>School 1:</p> <hr/> <p>School 2:</p>

Monitoring Topic 4-A: Compliance with ESSA parental involvement and notification requirements *Title I, A, Section 1116; Title III, A, Section 3121: (See Attachment A for required components.)*

Title I, A LEA Parental Involvement Policy Requirements

1	Provide evidence that the LEA has an LEA parental involvement policy that contains the required components. See Attachment A for required components.	Title I, A	Acceptable Evidence: <input type="checkbox"/> Copy of the LEA parental involvement policy	LEA:
2	Provide evidence that parents are involved in the joint development of the policy and the process of LEA review and improvement of the policy.	Title I, A	Acceptable Evidence: <input type="checkbox"/> Agendas; or <input type="checkbox"/> Sign-in sheets; or <input type="checkbox"/> Meeting minutes	LEA:
3	Provide evidence that the LEA provides coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.	Title I, A	Acceptable Evidence: <input type="checkbox"/> Agendas; or <input type="checkbox"/> E-mail; or <input type="checkbox"/> Sign-in sheets; or <input type="checkbox"/> Meeting minutes	LEA:
4	Builds the schools' and parents' capacity for strong parental involvement by:	Title I, A	Acceptable Evidence: Required components: <ul style="list-style-type: none"> • Providing assistance to parents of children served as appropriate, in understanding such topics as the State's academic content standards and student academic achievement standards, and how to monitor a child's progress and work with educators to improve the achievement of their children; and • Providing materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate to foster parental involvement; and • Coordinating and integrating parent involvement programs and activities with Head Start, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, etc., conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; and • Educate educators, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; and • Ensure that information related to school and parent programs, meetings, and other activities, are sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; and • Other reasonable support for parental involvement activities under Section 1116, as parents may request 	LEA:

5	Provide evidence that the LEA conducts, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under this part, including identifying barriers to greater participation by parents in activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies.	Title I, A	Acceptable Evidence: <input type="checkbox"/> Evaluation of the LEA parent involvement policy; and <input type="checkbox"/> Sign-in sheets; or <input type="checkbox"/> Meeting minutes; or <input type="checkbox"/> Agendas; or <input type="checkbox"/> Parent Surveys		LEA:
6	Provide evidence that the LEA Parental Involvement Policy was distributed to all parents of Title I, A served children.	Title I, A	Acceptable Evidence: <input type="checkbox"/> Mailing records that include a mailing receipt; and/or <input type="checkbox"/> Parent signatures		LEA:
7	Provide evidence that the LEA involves parents in the activities of the schools served under Title I, A.	Title I, A	Acceptable Evidence: <input type="checkbox"/> Sign-in sheets; or <input type="checkbox"/> Parent Surveys; or <input type="checkbox"/> Notices of parental involvement activities		LEA:
Monitoring Topic 4-B: Compliance with ESSA parental involvement requirements Title I, A, Section 1116; Title III, A, Sections 3115 and 3116: <u>(See Attachment B for required components.)</u>					
Title I, A School Parental Involvement Policy Requirements					
1	Provide evidence that the school has a school parental involvement policy that contains the required components. See Attachment B for required components.	Title I, A	Acceptable Evidence: <input type="checkbox"/> Copy of the school parental involvement policy		School 1: School 2:
2	Provide evidence demonstrating how the LEA/school (as applicable) ensures parent participation in the development of policies and the use of parental involvement funds.	Title I, A	Acceptable Evidence: <input type="checkbox"/> Invitations; or <input type="checkbox"/> E-mails; or <input type="checkbox"/> Bulletins; or <input type="checkbox"/> Newsletters		LEA: School 1: School 2:
3	Provide evidence that the school parental involvement policy, including the compact , was	Title I, A	Acceptable Evidence: <input type="checkbox"/> Agendas; or <input type="checkbox"/> Sign-in sheets; or		School 1:

	developed with meaningful consultation with parents, and updated annually.		<input type="checkbox"/> Meeting minutes that record parents' involvement		School 2:
4	Provide evidence that the annual meeting to inform participating parents about Title I, A programs was announced and conducted early in the school year.	Title I, A	Acceptable Evidence: <input type="checkbox"/> Newsletters, bulletins, letters; or <input type="checkbox"/> Sign-in sheets, agendas		School 1: School 2:
5	Provide evidence that school parental involvement policies, including the compact, were distributed to all parents of Title I, A served children.	Title I, A	Acceptable Evidence: <input type="checkbox"/> Mailing records that include a mailing receipt; and/or <input type="checkbox"/> Parent signatures		School 1: School 2:
6	Provide evidence that the school has reached out to parents of limited English proficient students in a language that they can understand about how they can be involved in their child's education.	Title I, A	Acceptable Evidence: <input type="checkbox"/> Copies of translated letters, notices, bulletins; or <input type="checkbox"/> Agendas		School 1: School 2:
7	Provide evidence that the LEA/school (as applicable) reviews the effectiveness of school parental involvement activities.	Title I, A	Acceptable Evidence: <input type="checkbox"/> Record of meetings held to discuss, agendas, sign-in sheets; or <input type="checkbox"/> Policy revisions; or <input type="checkbox"/> Surveys; or <input type="checkbox"/> Interviews with parents		LEA: School 1: School 2:
8	Discuss how the LEA and schools (both) have carried out the six requirements to build parents' capacity to be involved in school:	Title I, A	Acceptable Evidence: Required components: <ul style="list-style-type: none"> ▪ Program information to parents: <i>(How do you provide Title I, A program information, including the State's academic content and achievement standards to parents); and</i> ▪ Materials and training: <i>(What kind of training and parent materials do you provide so that parents can become more involved with student achievement?); and</i> ▪ Educate educators: <i>(How do you ensure that educators understand the importance of communicating and working with parents to build ties with the school?); and</i> ▪ Head Start, preschool coordination: <i>(How do you coordinate with Even Start, Head Start, or other preschool parent involvement programs to increase participation in the education of their children and ensure a smooth transition from the preschool community to the elementary school?); and</i> 		School 1: School 2:

- **Understandable communication:** (How do you ensure that all communication to parents is in a format and language that parents can understand?); and
- **Other reasonable support:** (How do you support parent requests for involvement?)

Monitoring Topic 5: Compliance with Targeted Assistance program requirements Title I, A, Section 1115

1	Provide evidence that the LEA has established targeted assistance schools (TAS) that address statutory purposes and meet requirements.	Title I, A	<p>Acceptable Evidence: Required components of a TAS:</p> <ul style="list-style-type: none"> • Use Title I, A program resources to help all participating children meet the State’s academic achievement standards; and • Ensure that planning for students served under Title I, A is incorporated into school planning; and • Use methods and instructional strategies based on scientifically based research; and • Coordinate and support the regular education program, which may include services to assist preschool children in the transition from early childhood programs; and • Provide instruction by licensed teachers; and • Provide opportunities for professional development for teachers, principals, and paraprofessionals; and • Provide strategies to increase parental involvement, such as family literacy Services; and • Coordinate and integrate Federal, State, and local services and programs 		<p>LEA:</p> <hr/> <p>School 1:</p> <hr/> <p>School 2:</p>
2	Provide evidence that the LEA ensures that targeted assistance program planning coordinates with and supports the regular education program in schools.	Title I, A	<p>Acceptable Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I, A funded personnel have a schedule of fixed daily responsibilities; and <input type="checkbox"/> Selection of individuals was based on multiple educationally related, objective, uniformly applied criteria given to all students at each grade level targeted (without consideration of income status); and <input type="checkbox"/> A rank-order listing for each grade served with all students identified; and <input type="checkbox"/> A letter is on file for any student whose parent refused services 		<p>LEA:</p> <hr/> <p>School 1:</p> <hr/> <p>School 2:</p>
3	Provide evidence that the LEA promotes the integration of staff supported with targeted assistance funds into the regular school program, including professional development.	Title I, A	<p>Acceptable Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observations and interviews with staff; or <input type="checkbox"/> Minutes, agendas, sign-in sheets for any meetings held 		<p>LEA:</p> <hr/> <p>School 1:</p> <hr/> <p>School 2:</p>
4	Provide evidence that the progress of participating students is reviewed on an ongoing basis; and if necessary, revisions made to the TAS program.	Title I, A	<p>Acceptable Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discussion of the process; and <input type="checkbox"/> Record of review 		<p>LEA:</p> <hr/> <p>School 1:</p> <hr/> <p>School 2:</p>
5	Provide evidence Title I, A services are provided to eligible	Title I, A	<p>Acceptable Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Personnel; and 		<p>LEA:</p> <hr/> <p>School 1:</p> <hr/> <p>School 2:</p>

	students, teachers, and families only.		<input type="checkbox"/> Supplies; and <input type="checkbox"/> Technology/Equipment		
Monitoring Topic 6: Compliance with Schoolwide Program requirements Title I, A, Section 1114 and 34CFR Sections 200.26-28: <i>(See Attachment C for required components.)</i>					
1	Provide evidence that the LEA has established schoolwide program schools (SWP) that address statutory purposes and meet requirements.	Title I, A	Acceptable Evidence: Required components of a SWP: <ul style="list-style-type: none"> <input type="checkbox"/> Complete a comprehensive needs assessment; and <input type="checkbox"/> Create a plan based on the results of the comprehensive needs assessment which includes the following components: <ul style="list-style-type: none"> • Identify reform strategies, aligned with the needs assessment, that are research-based and provide opportunities for all children to meet the State’s proficient or advanced levels of academic achievement; • Provide instruction by highly qualified teachers; • Offer high-quality, ongoing professional development; • Create strategies to attract qualified teachers; • Create strategies to increase parental involvement; • Develop plans to assist preschool students through the transition from early childhood programs to local elementary school programs; • Identify measures to include teachers in decisions regarding the use of academic assessments; • Conduct activities to ensure that students who experience difficulty attaining proficiency receive effective, timely, additional assistance; and • Coordinate and integrate Federal, State and local services and programs; and <input type="checkbox"/> Evaluate annually the outcomes and the plan’s implementation to determine whether the academic achievement of all students, and particularly of low-achieving students, improved whether the goals and objectives contained in the plan were achieved, and if the plan is still appropriate as written 		LEA: School 1: School 2:
2	Provide evidence that the LEA provides technical assistance and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning and implementation.	Title I, A	Acceptable Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Meeting agendas, minutes, sign-in sheets; or <input type="checkbox"/> Copies of written documentation; or <input type="checkbox"/> Evidence of the Title I Program Administrator’s participation in the SWP process; or <input type="checkbox"/> Records of attendance at school meetings to implement schoolwide programs 		LEA: School 1: School 2:
3	Provide evidence that the LEA provides guidance about the evaluation of the schoolwide programs.	Title I, A	Acceptable Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Documentation of guidance; and <input type="checkbox"/> Copy of evaluation used to measure effectiveness of SWP 		LEA: School 1: School 2:
4	Provide evidence that schoolwide programs are comprehensively developed, reviewed and revised with parents annually.	Title I, A	Acceptable Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Discussion of the process; and <input type="checkbox"/> Copies of plans and revisions; and <input type="checkbox"/> Sign-in sheets of participation 		LEA: School 1: School 2:

5	Provide evidence that services students receive are supplementary to instructional services required to be provided by the school through a methodology used to allocate state and local funds to each Title I school to ensure that such school receives all of the state and local funds it would otherwise receive.	Title I, A	Acceptable Evidence: <input type="checkbox"/> Discuss program implementation (individual services do not need to be identified as supplemental); or <input type="checkbox"/> Local methodology		LEA: School 1: School 2:
6	Provide evidence that the schoolwide plan is being implemented in the school.	Title I, A	Acceptable Evidence: <input type="checkbox"/> Teacher interviews and classroom observation; or <input type="checkbox"/> Schedules of extended-time activities		LEA: School 1: School 2:
Monitoring Topic 7: Compliance with equitable services to nonpublic school student's requirements <i>Title I, A; Title II, A; Title III, A ESSA, Section 8501; Title XIII</i>					
1	Provide documentation that participating nonpublic school children are residents of an eligible school attendance area.	Title I, A	Acceptable Evidence: <input type="checkbox"/> Addresses of nonpublic students		LEA:
2	Provide evidence of the method used for documentation of poverty data.	Title I, A	Acceptable Evidence: <input type="checkbox"/> Free and reduced lunch data; or <input type="checkbox"/> Comparable poverty data from a survey; or <input type="checkbox"/> Proportionality; or <input type="checkbox"/> Choice vouchers		LEA:
3	Provide evidence of the multiple criteria used to rank order students for selection and ranking charts.	Title I, A	Acceptable Evidence: <input type="checkbox"/> Rank order chart; or <input type="checkbox"/> Student selection process worksheets		LEA:
4	Provide evidence that the students served match the rank order listing.	Title I, A	Acceptable Evidence: <input type="checkbox"/> Current list of students being served; and <input type="checkbox"/> Rank order listing		LEA:
5	Provide evidence of policies and procedures in place to ensure "equitable" services to eligible children attending nonpublic schools.	Title I, A	Acceptable Evidence: <input type="checkbox"/> Demonstrate understanding of budgeting and allocation of funds; and <input type="checkbox"/> Application		LEA:
6	Provide evidence that the LEA provides ongoing management and oversight of Title I, A; Title II, A; and Title III, A programs in nonpublic schools.	Title I, A Title II, A Title III, A	Acceptable Evidence: <input type="checkbox"/> Review of services provided to non-public school(s); and <input type="checkbox"/> Documentation of ongoing consultation by the LEA; and <input type="checkbox"/> Evidence of program evaluation		LEA:
7	Provide evidence that Title I, A, Title II, A, and Title III, A materials and equipment are used for secular, neutral, and non-ideological instruction; for	Title I, A Title II, A Title III, A	Acceptable Evidence: <input type="checkbox"/> Records of visits to site to observe instruction/location of equipment; and <input type="checkbox"/> Copies of lesson plans used with students		LEA:

	Title I, A and Title III, A only with Title I, A served students.				
8	Provide evidence that the LEA provides complaint procedures to officials of the nonpublic school regarding the right to complain if the LEA has not engaged in timely and meaningful consultation or considered the views of the official of the nonpublic school.	Title I, A Title II, A Title III, A	Acceptable Evidence: <input type="checkbox"/> Evidence of the complaint procedure shared with the nonpublic school; and <input type="checkbox"/> Copy of the complaint form; and <input type="checkbox"/> Copy of complaints filed, if applicable; and <input type="checkbox"/> Copy of complaint resolution, if applicable		LEA:
9	Provide evidence of professional development/technical assistance provided to nonpublic schools.	Title I, A Title II, A Title III, A	Acceptable Evidence: <input type="checkbox"/> Agendas; or <input type="checkbox"/> Sign-in sheets		LEA:
For Nonpublic school officials only					
10	Provide evidence LEA requested documentation that participating nonpublic school children are residents of an eligible school attendance area.	Title I, A Title II, A Title III, A	Acceptable Evidence: <input type="checkbox"/> Agendas; or <input type="checkbox"/> Emails from LEA		Non-pub:
11	Provide evidence LEA requested documentation of poverty data and explained how the calculation occurred.	Title I, A Title II, A Title III, A	Acceptable Evidence: <input type="checkbox"/> Agendas; or <input type="checkbox"/> Emails from LEA		Non-pub:
12	Provide evidence LEA requested multiple criteria used to rank order students for selection and ranking charts.	Title I, A Title II, A Title III, A	Acceptable Evidence: <input type="checkbox"/> Agendas; or <input type="checkbox"/> Emails from LEA		Non-pub:
13	Provide evidence LEA provided complaint procedures to officials of the nonpublic school regarding the right to complain if the LEA has not engaged in timely and meaningful consultation or considered the views of the official of the nonpublic school.	Title I, A Title II, A Title III, A	Acceptable Evidence: <input type="checkbox"/> Agendas; or <input type="checkbox"/> Emails from LEA		Non-pub:

14	Provide evidence LEA provided professional development/technical assistance to nonpublic schools.	Title I, A Title II, A Title III, A	Acceptable Evidence: <input type="checkbox"/> Agendas; or <input type="checkbox"/> Emails from LEA		Non-pub:
Monitoring Topic 8: Compliance with statutory set-aside requirements Title I, A, Sections: 1113, 1116, 1118					
1	Provide evidence of and explain how services for extended time programs are carried out as stated in the application.	Title I, A	Program/s: <input type="checkbox"/> Preschool Programs <input type="checkbox"/> EDK Programs <input type="checkbox"/> Before /After School Programs <input type="checkbox"/> Summer School <input type="checkbox"/> Intersession/Other <input type="checkbox"/> Not applicable Acceptable Evidence: <input type="checkbox"/> Description in application; and <input type="checkbox"/> Teacher rosters; and <input type="checkbox"/> Teacher schedules		LEA: School 1: School 2:
2	Provide evidence of and explain how services provided to homeless students in non-Title I schools are comparable to those provided to children in Title I served schools.	Title I, A	Acceptable Evidence: <input type="checkbox"/> Description in application; and <input type="checkbox"/> Explain how homeless students are identified; and <input type="checkbox"/> Description of the services that are provided; or <input type="checkbox"/> Not applicable		LEA: School 1: School 2:
Monitoring Topic 9: Compliance with supplement, not supplant requirements Title I, A, Sections: 1118, 2103, 3116					
1	Provide written guidance that the LEA has provided to schools on the supplement, not supplant rule.	Title I, A Title II, A Title III, A	Acceptable Evidence: <input type="checkbox"/> Emails; or <input type="checkbox"/> Memos; or <input type="checkbox"/> Agendas		LEA: School 1: School 2:
Monitoring Topic 10: Compliance with financial management/procurement requirements UG 2 CFR§200.320					
1	Provide evidence that the LEA has participated in all applicable Title I, II, and III data reporting and completed data collections by the required dates.	Title I, A Title II, A Title III, A	Acceptable Evidence: <input type="checkbox"/> Report history including submission data		LEA:
Monitoring Topic 11: Compliance with equipment and technology requirements UG 2 CFR§200.33; 200.94; 200.313(a)(c)(d)(e): (See Attachment D for required components.)					
1	Provide evidence that the inventory list contains all components required from Uniform Grants Guidance. See Attachment D for required components.	Title I, A Title II, A Title III, A	Acceptable Evidence: <input type="checkbox"/> LEA Equipment and Technology Inventory Required Components: <input type="checkbox"/> Description of the item; and <input type="checkbox"/> Serial number or other identification number; and <input type="checkbox"/> Source (where item purchased); and <input type="checkbox"/> Who holds the title; and		LEA:

			<input type="checkbox"/> Acquisition date (date item purchased); and <input type="checkbox"/> Cost; and <input type="checkbox"/> Percentage of Federal participation of the property; and <input type="checkbox"/> Location (including building and room number); and <input type="checkbox"/> Use and condition (daily use, new/good/fair condition, etc.); and <input type="checkbox"/> Disposition data: including the date of disposal and sales price or the method used to determine current fair market value (for any items that were disposed of and paid for with respective federal fund)		School 1: School 2:
2	Provide evidence that equipment is properly tagged and located where indicated on the inventory list.	Title I, A Title II, A Title III, A Title IV, A	Acceptable Evidence: <input type="checkbox"/> Label with serial number and marked "Title I, A", "Title II, A", "Title III, A", or "Title IV, A"		LEA: School 1: School 2:
3	Provide evidence that equipment and technology purchased with Federal funding are properly stamped or marked.	Title I, A Title II, A Title III, A	Acceptable Evidence: <input type="checkbox"/> Label with the Federal Fund that was used to purchase the item		LEA: School 1: School 2:
4	Provide evidence that the LEA conducts a physical inventory of all equipment at least once every 2 years.	Title I, A Title II, A Title III, A	Acceptable Evidence: <input type="checkbox"/> Documentation of the date and signature of the person who conducted the physical inventory		LEA:

Monitoring Topic 12: Compliance with migrant work survey ESSA Section 1304

1	Provide evidence that the LEA administers the MEP Work Survey to <u>every</u> student upon enrollment each year. <i>100% of students will have a new work survey completed for them each year, regardless of whether the LEA considers that they may be eligible for migrant education services.</i>	Title I, C	Acceptable Evidence: <input type="checkbox"/> Review of the Migrant Work survey ; and <input type="checkbox"/> Interviews with registrars, secretaries, or intake coordinators to provide a description of the eligibility and identification process; and <input type="checkbox"/> Review a sampling of LEA's student cumulative folders to demonstrate completed Migrant Work Surveys		LEA: School 1: School 2:
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Title II, A Monitoring Indicators

Title II, A Monitoring Topic 1: LEA Needs ESSA Section 2103

1	Provide evidence that the LEA conducts an assessment of local needs for professional development, hiring, staff recruitment and retention incentives, and class-size reduction.	Title II, A	Acceptable Evidence: <input type="checkbox"/> Discuss how the needs assessment process used by the LEA ensures that the LEA's hiring practices lead to improved achievement; and <input type="checkbox"/> Discuss how the needs assessment process used by the LEA ensures that the LEA provides staff recruitment and retention incentives, appropriate professional development, or class-size reduction that improves student achievement		LEA:
2	Provide evidence of or explain how the LEA coordinates services provided by Title II, Part A with	Title II, A	Acceptable Evidence: <input type="checkbox"/> Discussion of the coordination of services; or <input type="checkbox"/> Not applicable		LEA:

	other federal, state and local funding sources.				
3	Provide evidence that the LEA collaborates with all stakeholders in the development of the Title II, A plan.	Title II, A	Acceptable Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> A brief description of the planning process and persons involved in how teachers, principals, administrators and parents have collaborated in planning Title II, Part A funded activities; and <input type="checkbox"/> Appropriate datasets – meeting minutes, agendas, or sign-in sheets from meetings 		LEA:
4	Provide evidence that the LEA addresses the learning needs of all students through Title II, A, including children with disabilities, English learners, and gifted/talented students specifically.	Title II, A	Acceptable Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> A brief description of the planning process and persons involved in how special education, EL, and high-ability staff have collaborated in planning Title II, Part A funded activities; and <input type="checkbox"/> Appropriate datasets – meeting minutes, agendas or sign-in sheets from meetings with respective special education, EL, and high-ability staff. 		LEA:
Title II, A Monitoring Topic 2: LEA Collaboratively Evaluates Effectiveness of Previous Title II, Part A Funded Activities					
1	The LEA provides evidence that the district has evaluated the effectiveness of Title II, Part A activities and used that evaluation in making determinations about future use of funds.	Title II, A	Acceptable Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Appropriate datasets – meeting minutes, agendas, or sign-in sheets from meetings where the LEA has discussed the effectiveness of Title II, Part A activities; and <input type="checkbox"/> A description of how the evaluation was used in making determinations about future use of funds. 		LEA:
Title I, A and Title III, A Monitoring Indicators					
Title III, A Monitoring Topic 1: English Language Proficiency (ELP) Assessment: WIDA ACCESS <i>Title I, A, Section 1111; Title III, A, Sections: 3113, 3115, 3116, 3121</i>					
1	Provide evidence to demonstrate appropriate usage of the state adopted Home Language Survey as an instrument to identify potential students for the Placement Test administration and subsequent English language development services.	Title III, A Title I, A	Acceptable Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Review of Home Language Survey; and <input type="checkbox"/> Interviews with registrars, secretaries or intake coordinators to provide a description of the process; and <input type="checkbox"/> Review a sampling of LEA's student cumulative folders to demonstrate completed Home Language Surveys. 		LEA: School 1: School 2:
2	Provide evidence of the WIDA Screener administered to students.	Title III, A Title I, A	Acceptable Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> LEA policy or the description of the process for identification and placement of EL students; and <input type="checkbox"/> Interviews with LEA staff to provide a description of the process; and <input type="checkbox"/> Review a sampling of the school's student cumulative files at each cluster for evidence of WIDA Screener Placement tests. 		LEA: School 1: School 2:
3	Provide evidence that the LEA annually assesses all EL students for English Language proficiency.	Title III, A Title I, A	Acceptable Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> LEA policy or description of the process for ensuring that all EL students participated in the annual English proficiency assessment; and 		LEA:

			<input type="checkbox"/> Actual data on the <u>percentage of students tested against the EL students' list</u> ; and <input type="checkbox"/> Explanation of how the LEA ensures that all instances of those "not tested as required" are addressed appropriately.		School 1: School 2:
4	Provide evidence that the LEA has WIDA certification processes in place for licensed staff who administer WIDA Screener .	Title III, A Title I, A	Acceptable Evidence: <input type="checkbox"/> LEA's list of WIDA Screener ACCESS test administrators; and <input type="checkbox"/> Printout of LEA's WIDA Screener test administrators' log, or their certificates for completion of WIDA Screener training courses.		LEA: School 1: School 2:
5	Provide evidence that licensed staff certified in WIDA ACCESS administers annual ACCESS test .	Title III, A Title I, A	Acceptable Evidence: <input type="checkbox"/> LEA's list of ACCESS test administrators; and <input type="checkbox"/> Printout of LEA's ACCESS test administrators' log for completion of ACCESS training courses.		LEA: School 1: School 2:
6	Provide evidence of the process utilized by individual school buildings to accurately submit EL students' data to district level administrators for reporting on the state DOE-LM collection . Include a description of the defined roles of each person involved in the DOE-LM reporting process.	Title III, A Title I, A	Acceptable Evidence: <input type="checkbox"/> LEA level DOE-LM data reporting process documents; and <input type="checkbox"/> Corporation and building level data policies and process description; and <input type="checkbox"/> Interviews with building level teachers, administrators, and district data steward.		LEA: School 1: School 2:
Title III, A Monitoring Topic 2: Activities by LEAs with a Significant Influx of Immigrant Children and Youth <i>Title III, A, Section 3115</i>					
1	For school corporations receiving additional Title III, A funds based on a significant influx of immigrant students , provide evidence of the approved activities that have been implemented with immigrant influx funds to provide enhanced instructional opportunities for immigrant children and youth.	Title III, A	Acceptable Evidence: <input type="checkbox"/> Interview with Title III Program Administrator; and <input type="checkbox"/> School staff interviews; and <input type="checkbox"/> School evidence of implementation of approved activities for Immigrant students.		LEA: School 1: School 2:
Title I, A and Title III, A Monitoring Topic 3: Program Design and Implementation <i>Title I, A, Section 1111; Title III, A, Section 3115</i>					
1	Provide evidence that the LEA provides the Lau required language development services for all EL students, Levels 1.0-4.9, at each grade cluster (ES, MS, HS) <u>in all schools</u> as outlined in their EL (Lau) plan. Provide evidence that Title III services are supplemental to the Lau Requirements.	Title I, A Title III, A	Acceptable Evidence: <input type="checkbox"/> Title I and III Program Administrators interview; and <input type="checkbox"/> Teachers' interviews; and <input type="checkbox"/> Classroom observations		LEA: School 1: School 2:

2	Provide evidence that the LEA increases English proficiency of English learners by providing high-quality language instruction educational programs that are based on scientifically based research and linked to the state WIDA Standards .	Title I, A Title III, A	Acceptable Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> LEA's plan for implementation of WIDA Standards; process, and approach for developing <u>English language development (ELD)</u> and <u>content curriculum</u> that integrates components of WIDA; and <input type="checkbox"/> Appropriate district's personnel that ensures WIDA plan is in full implementation; and <input type="checkbox"/> WIDA training provided to all EL and general education teachers of English Learners at the elementary, middle school, and high school level; and <input type="checkbox"/> Teacher interviews; and <input type="checkbox"/> ELD instruction observations; and <input type="checkbox"/> General education classrooms' observations 		LEA: School 1: School 2:
3	Provide evidence that Individual Learning Plans (ILPs) have been created for all EL students, levels 1.0-4.9, and that all teachers serving EL students have received a copy of the student(s) ILP and it is being implemented on a daily basis.	Title I, A Title III, A	Acceptable Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Title I and III Program Administrators' interview; and <input type="checkbox"/> Teachers' interviews; and <input type="checkbox"/> Classroom observation; and <input type="checkbox"/> Random check of students' files 		LEA: School 1: School 2:
4	Provide evidence that the federally required academic monitoring process has been implemented for students who achieved a "proficient" score on annual proficiency test, and this process is rigorous: multiple forms of data on a student's performance are used and, if necessary, effective interventions are implemented to remedy a content or language deficit or identify a separate barrier to learning that is preventing the student from participating fully in the core curriculum.	Title I, A Title III, A	Acceptable Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> List of LEA's FEP (Fluent English proficient) students currently in monitoring; and <input type="checkbox"/> Monitoring forms/documentation of students in monitoring indicating <u>frequency</u> of monitoring; and <input type="checkbox"/> Review a sampling of the school's student cumulative files at each grade cluster for evidence of monitoring forms/documentation of students in monitoring; and <input type="checkbox"/> Evidence of an existence of a monitoring committee with a <u>number of experts</u> from multiple fields represented (e.g. current and past teachers, a professional trained in language acquisition, special education, and/or social emotional needs) that will help rule out a <u>content or language deficit or other learning need the student may have</u>. 		LEA: School 1: School 2:
5	Provide evidence that the process used to make grade retention determinations for EL students ensures that appropriate services and instructional supports have been provided prior to considering retention. Provide evidence that the retention decision was not based on language proficiency.	Title I, A Title III, A	Acceptable Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> LEA retention policy documents or explanation of LEA's retention policy; and <input type="checkbox"/> School staff interviews; and <input type="checkbox"/> Random selection of EL students' files by grade cluster; and <input type="checkbox"/> Classroom observations 		LEA: School 1: School 2:

6	Provide evidence that the process used to make referrals to special education for EL students is appropriate and that students dually identified as EL and special education have access to services in both programs. Provide evidence that the referral to special education services decision was not based on language proficiency.	Title I, A Title III, A	Acceptable Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> LEA referral policy for EL students; and <input type="checkbox"/> List of EL students referred to Special Education program; and <input type="checkbox"/> Review of EL students' files with documentation for referral <input type="checkbox"/> Title I and III Program Administrator interviews; and <input type="checkbox"/> Staff interviews; and/or <input type="checkbox"/> Special Education staff interviews 		LEA: School 1: School 2:
7	Provide evidence that Title III required professional development has been provided to EL and general education classroom teachers, principals, administrators, and other school or community-based organizational personnel.	Title III, A	Acceptable Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Title III Program Administrator interviews; and <input type="checkbox"/> Evidence of EL-specific professional development events; and <input type="checkbox"/> Sign-in sheets; and <input type="checkbox"/> Staff interviews 		LEA: School 1: School 2:
Title I, A and Title III, A Monitoring Topic 4: Parental Participation <i>Title I, A, Section 1111; Title III, A, Section 3302 (e)(1)</i>					
1	Provide evidence that the LEA promotes participation of parents of EL students in their children's education in order to help the children to improve their academic achievement.	Title I, A Title III, A	Acceptable Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> LEA's copies of any materials that have been translated for parents of ELL students; documentation may include evidence of readability level of communications and identify what languages, other than English, are being used for parental information purposes; or <input type="checkbox"/> Documentation (e.g., announcements, parent letters, brochures, meeting agendas) that the LEA's parental outreach programs have specifically targeted parents of EL students; or <input type="checkbox"/> Parent meeting sign-in sheets; or <input type="checkbox"/> Parent classes; or <input type="checkbox"/> Parent liaison interview 		LEA: School 1: School 2:
Title IV, A Monitoring Indicators (as applicable)					
Title IV, A Monitoring Topic 1: Program Implementation <i>Title IV, A</i>					
1	Provide sample evidence of program implementation as approved in the application.	Title IV, A	Acceptable Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Sign in sheets from Professional Development <input type="checkbox"/> If staff added, either contract or School Board minutes 		LEA:
2	Provide evidence of consultation with non public schools.	Title IV, A	Acceptable Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Documentation of consultation with non-public schools <input type="checkbox"/> Documentation of activities that non- public schools are doing 		
3	Provide evidence of how the LEA prioritized funding to serve the highest need schools.	Title IV, A	Acceptable Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Documentation of comprehensive needs assessment <input type="checkbox"/> Documentation of Title I schools being served 		
4	Provide evidence of how PD for teachers is being implemented daily with students.	Title IV, A	Acceptable Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Interview staff who attended Professional Development 		

5	Provide evidence on how identified needs were established.	Title IV, A	Acceptable Evidence: <input type="checkbox"/> Documentation of CNA and stakeholders involved <input type="checkbox"/> Documentation of how activities support CNA		
6	Provide evidence, if LEA funding was over \$30,000.00, that the LEA followed statute of 20% in Focus Area A and Focus Area B plus some allocation in Focus Area C (SY 18-19).	Title IV, A	Acceptable Evidence: <input type="checkbox"/> Documentation of activities that support Focus Areas <input type="checkbox"/> Documentation of reimbursement		

Title V, B Subpart 2 Monitoring Indicators (as applicable)

RLIS Monitoring Topic 1: Program Implementation *Title V, B Subpart 2, Sections 5222 and 5232*

1	Provide sample evidence of program implementation as approved in the application for the following: <input type="checkbox"/> Title I, Part A <input type="checkbox"/> Title II, Part A <input type="checkbox"/> Title III <input type="checkbox"/> Title IV, Part A <input type="checkbox"/> Parental Involvement	Title V, B	Acceptable Evidence: <input type="checkbox"/> Sample activity evidence (professional development sign-ins, student direct services rosters, teacher recruitment incentive paperwork, etc.); and <input type="checkbox"/> Parental activity sign-ins		LEA:

Questions

1	Do you have any questions?	
2	How can the IDOE support your LEA/school?	

Attachment A

Title I, A LEA Parental Involvement Policy Requirements

Title I, A LEA Parental Involvement Policy Requirements – Checklist		
1	Involve parents in the joint development of the plan and the process of school review and improvement	
2	Provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance	
3	<p>Build the schools' and parents' capacity for strong parental involvement by:</p> <ul style="list-style-type: none"> ◦ Providing assistance to parents of children served as appropriate, in understanding such topics as the State's academic content standards and student academic achievement standards, and how to monitor a child's progress and work with educators to improve the achievement of their children ◦ Providing materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate to foster parental involvement ◦ Coordinating and integrating parent involvement programs and activities with Head Start, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, etc., conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; and ◦ Educate educators with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school ◦ Ensure that information related to school and parent programs, meetings, and other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, to the extent practicable, is in a language that parents can understand ◦ Other reasonable support for parental involvement activities under section 1116 as parents may request 	
4	Coordinate and integrate parental involvement strategies under Title I, A with strategies under other programs such as Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, and Home Instruction Program for Preschool Youngsters, and State-run preschool programs	
5	Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under this part, including identifying barriers to greater participation by parents in activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies	
6	Involve parents in the activities of the schools served under Title I, A	

Attachment B

Title I, A School Parental Involvement Policy and Compact Requirements

Title I, A School Parental Involvement Policy Requirements – Checklist		
1	Convene an annual meeting at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A, and to explain the requirement of such and the right of the parents to be involved	
2	Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits as such services relate to parental involvement	
3	Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy	
4	Provide parents with: <ul style="list-style-type: none"> ◦ Timely information about Title I, A programs ◦ A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet ◦ If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible 	
5	Build the schools' and parents' capacity for strong parental involvement by: <ul style="list-style-type: none"> ◦ Providing assistance to parents of children served as appropriate, in understanding such topics as the State's academic content standards and student academic achievement standards, and how to monitor a child's progress and work with educators to improve the achievement of their children ◦ Providing materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, to foster parental involvement ◦ Coordinating and integrating parent involvement programs and activities with Head Start, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, etc., conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children ◦ Educate educators with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school ◦ Ensure that information related to school and parent programs, meetings, and other activities, are sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand ◦ Other reasonable support for parental involvement activities under section 1116, as parents may request 	
6	Includes a School-Parent Compact (See below for requirements)	
7	(SWP schools) If the schoolwide program plan under Section 1114 is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA.	

Title I, A School – Parent Compact Requirements – Checklist

1	Describes the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State's student academic achievement standards	
2	Describes the ways in which each parent will be responsible for: a. Supporting their children's learning, such as monitoring attendance, homework completion, and television watching b. Volunteering in their child's classroom; and participating as appropriate c. Decisions relating to the education of their children and positive use of extracurricular time	
3	Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum: a. Parent-teacher conferences in elementary school, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement b. Frequent reports to parents on their children's progress c. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities	

Attachment C

Required Components of a Title I, A Schoolwide Plan

Required Title I, A Schoolwide Plan Components – Checklist		
1	A comprehensive needs assessment of the whole school	
2	Implementation of schoolwide reform strategies that: <ul style="list-style-type: none"> ◦ Provide opportunities for all children to meet proficient and advanced levels of student academic achievement ◦ Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program ◦ Increases the amount of learning time ◦ Includes strategies for serving underserved populations ◦ Includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards ◦ Address how the school will determine if those needs of the children have been met ◦ Are consistent with and are designed to implement state and local improvement plans, if any 	
3	Appropriately licensed and certificated teachers	
4	High quality and ongoing professional development for teachers, principals, and paraprofessionals	
5	Strategies to attract high-quality teachers to this school	
6	Strategies to increase parental involvement, such as literacy services 6a. Description how the school will provide individual academic assessment results to parents 6b. Strategies to involve parents in the planning, review, and improvement of the schoolwide plan	
7	Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program	
8	Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement	
9	Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance	
10	Coordination and integration of Federal, State and local funds; and resources such as in-kind services and program components 10a. List of programs that will be consolidated under the schoolwide plan (if applicable)	

Attachment D
Federal Equipment and Technology Inventory
Title I, A; Title II, A; Title III, A; and Title IV, A

Directions: In reviewing the inventory list, please ensure that each of the ten components listed below are included.

The inventory will include a list of all equipment and technology purchased with Title I, Title II, Title III, and/or Title IV funds. Books are considered supplies and would not be included on the inventory. A comprehensive Federal inventory for all Title schools should be kept at central office. All equipment, technology and books must be marked or stamped or labeled with the name of the Federal program with which the items were purchased.

All Property Records (inventories) must include:	Compliance:
1. A description of the property	
2. A serial number or other identification number	
3. The source of the property (where the property was purchased)	
4. Who holds title - (Title I, Title II, Title III, Title IV)	
5. The acquisition date	
6. The cost of the property	
7. The percentage of Federal participation in the cost of the property	
8. Where the property is located - (school/room number)	
9. The use and condition of the property – (new, good, fair, etc.)	
10. The ultimate disposition data including the date of disposal and sale price of the property	