

**Office of Federal Programs**

**Consolidated Federal Grant Programs**

# COMPLIANCE MONITORING

**FY2016**

**CONSOLIDATED MONITORING**

## TABLE OF CONTENTS

**I. INTRODUCTION 3**

A. Definition and Purpose of Monitoring 3

**II. CONSOLIDATED Monitoring FEDERAL Grants Programs 4**

A. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies 4

B. Title I, Part C: Migrant Education 4

C. Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected,

Delinquent, or At-Risk (N/D) 4

D. Title II, Part A: Improving Teacher and Principal Quality 4

E. Title III, Part A: English Language Acquisition, Language Enhancement and Academic

Achievement 4

F. Title VI, Part B: REAP-Flex/Rural Low-Income Schools (RLIS) 4

G. Title X, Part C: McKinney-Vento Homeless Education Assistance Act of 2001 4

**III. THE MONITORING PROCESS 5**

A. Description of the Monitoring Process 5

B. Preparation for Monitoring 5

C. Exit Conference 5

D. Notification of Findings 5

**IV. INSTRUCTIONS 6**

1. **SECTIONS…………………………………………………………………………………………………**

Contact Page……………………………………………………………………………………………… 7

Required Documentation Checklist….……………………………………………………………………. . 8

Overarching…………………………………………………………………………………………………. 11

Title I, Part A………………………………………………………………………………………………. . 17

Title I, Part C……………………………………………………………………………………………… . 23

Title I, Part A and D, Neglected & Delinquent…………………………………………………………… . 27

Title II, Part A………………………………………………………………………………………………. 30

Title III, Part A……………………………………………………………………………………………… 32

Title VI, Part B, REAP-Flex and RLIS…………………………………………………………………… . 35

Title X, Part C………………………………………………………………………………………………. 37

#### INTRODUCTION

Monitoring the implementation of federal grant programs and the use of federal program funds is an essential function of the U. S. Department of Education (USDE). Federal grant programs awarded to state educational agencies (SEA) have the potential for positively impacting the education of our nation’s children. In support of the mission of improving the teaching and learning of children attending high-poverty schools, this document, designed for the 2015-2016 school year, describes the purpose, rationale, and process used by the Oklahoma State Department of Education (OSDE) for monitoring local educational agencies’ (LEA) implementation of federal programs in alignment with the guidelines provided by USDE.

Pursuant to Code of Federal Regulations (CFR) 200.331, monitoring and reporting program performance, grantees are responsible for managing the day-to-day operation of grant and subgrant supported activities to assure compliance with federal regulations. It is the grantee’s responsibility to ensure that federal funds are spent according to the prescribed federal program requirements.

In accordance with *P.L. 107-110* *No Child Left Behind Act of 2001* (NCLB) and the Elementary and Secondary Education (ESEA) Flexibility Waiver, USDE requires that all LEA sub-recipients receiving federal funds participate in a monitoring process as an accountability component*.* Federal grant monitoring enables SEAs to work collaboratively with LEAs by providing them with high quality technical assistance for fiscal and programmatic planning and implementation of all services provided for students, teachers, and principals, on behalf of their federally funded programs.

**Definition and Purpose of Monitoring-**Monitoring is the regular and systematic examination of a state’s administration and implementation of a federal education grant, contract, or cooperative agreement administered by the USDE. Monitoring the use of federal funds, in accordance withCFR 200.300, assures compliance with applicable federal requirements and ensures that all children have an equitable opportunity to obtain a high-quality education.

Monitoring assesses the extent to which states provide leadership and guidance to LEAs and schools in the implementation of policies and procedures that comply with the statutes and regulations of all participating federal programs.

OSDE’s monitoring process was created in alignment with USDE’s Student Achievement and School Accountability Program (SASA) monitoring and is grounded in the SEA’s responsibilities to provide guidance and support to LEAs and schools as outlined in the ESEA.

#### CONSOLIDATED MONITORING FEDERAL GRANT PROGRAMS

This monitoring document applies to the following federal programs:

1. **Title I, Part A-Improving Basic Programs Operated by Local Education Agencies-**“The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and State academic assessments.” (Title I, Part A, § 1001).
2. **Title I, Part C-The Migrant Education Program (MEP)-**"The purpose is to improve education programs for migratory children. These grants assist States in improving educational opportunities for migratory children to help them succeed in the regular school program, meet the same State academic content and student academic achievement standards that all children are expected to meet, and graduate from high school.” (Title I, Part C, § 1301)
3. Title I, Part A & D, Neglected and Delinquent-“It is the purpose of this part to improve educational services for children and youth in local and State institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging State academic achievement standards and State academic assessments that all children in the State are expected to meet.” (Title I, Part D, § 1401).
4. **Title II, Part A- Improving Teacher and Principal Quality State Grants** **-**“The purpose of *Title II, Part A* is to increase the academic achievement of all students by helping schools and LEAs improve teacher and principal quality and ensure that all teachers are highly qualified and effective.” Agencies that receive funds are held accountable to the public for improvements in academic achievement. *Title II, Part A* provides agencies with the flexibility to use these funds creatively to address challenges to teacher quality, whether they concern teacher preparation and qualifications of new teachers, recruitment and hiring, induction, professional development, teacher retention, or the need for more capable principals and assistant principals to serve as effective school leaders.” (Title II, Part A, § 2101)
5. **Title III, Part A-English Language Acquisition, Language Enhancement, and Academic Achievement-**“The purposes of this part are to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet.” (Title III, Part A, § 3102).
6. **Title VI B REAP-Flex/RLIS-“**The purpose of the Rural Education Achievement Program is to address the unique needs of rural school LEAs that frequently lack the personnel and resources needed to compete effectively for federal competitive grants; and receive formula grant allocations in amounts too small to be effective in meeting their intended purposes.” (Title VI, Part B, § 6202)
7. **Title X, Part C-McKinney-Vento Homeless Education Assistance Act of 2001-**“Each State educational agency shall ensure that each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth.” (Title X, Part C, § 721(1))

#### THE MONITORING PROCESS

The monitoring process is designed to assess the degree to which program requirements are being fulfilled so the SEA can make recommendations when appropriate. In addition, it provides an opportunity for the SEA to provide technical assistance and guidance to LEAs in order to strengthen their program administration and improve the quality of programs and projects being implemented.

1. Description of the Monitoring Process

As a recipient of federal grant program funds from the USDE, OSDE is required to conduct compliance reviews to ensure that subgrants of federal program funds to LEAs are used in accordance with the purposes of the authorizing statute.

Federal programs are monitored on a three year cycle via on-site or desk monitoring. LEAs will be notified annually whether they will be monitored by the state for that school year and what type of monitoring will occur.

1. Preparation for Monitoring

**On-site Monitoring**- LEAs will receive an e-mail containing the monitoring tool and the due date for submitting required monitoring documents to OSDE via flash drive. A conference call between the SEA and LEA will be conducted to confirm date and time of the site visit. OSDE staff will review monitoring documentation prior to the site visit, except in cases where the site visit occurs before the Monitoring Tool submission due date. One or more OSDE staff members will be assigned to conduct the site monitoring, depending on the LEA allocation and types of programs administered therein.

LEA staff, parents, and other stakeholders as appropriate, may be interviewed during the visit. This interview strategy will allow information to be gathered from a variety of sources to better evaluate the LEA’s implementation of federal programs.

**Desk Monitoring**- LEAs will receive e-mail containing the monitoring tool and the due date for submitting required monitoring documents to OSDE via flash drive. During the desk monitoring, OSDE staff will review documentation and notify the LEA of the monitoring results.

LEAs will have an opportunity to receive guidance regarding the monitoring process via a webinar provided by OSDE.

1. **Exit Conference**

The exit conference is held at the conclusion of the on-site monitoring visit for the purpose of reporting the ***preliminary*** results of the monitoring visit to the LEA. The OSDE monitoring team will meet with LEA officials to discuss potential findings and recommendations that may likely be cited in the monitoring tool. The OSDE team will also respond to questions posed by the LEA.

1. Notification of Findings

At the conclusion of the site or desk monitoring, the results letter will be sent to LEAs. The letter will indicate whether the LEA is in full compliance for all programs or whether the LEA has areas for which it is not in compliance. If an LEA is found to be non-compliant, the Regional Accreditation Officer will be notified and the LEA will be classified as High-Risk and will warrant closer monitoring.

#### INSTRUCTIONS

* 1. The LEA must complete ALL fields of the Cover Page and must check the box indicating that all information provided is true and accurate. Failure to complete this page in its entirety will result in the monitoring tool being returned to the LEA.
  2. The LEA must provide complete, descriptive narrative statements for ALL applicable sections of the monitoring tool. Failure to do so will result in the monitoring tool being returned to the LEA. Only SDE staff can edit and make comments in the purple shaded cells. If the monitoring tool is returned to the LEA for errors or missing information, the description and determination given in the purple cells will indicate what the LEA needs to address before returning the tool to the SDE (Ex. “Not Received” or “Did Not Meet Requirements”). SDE staff *may* also highlight in yellow the sections of the tool that the LEA needs to address.
  3. The LEA must provide ALL documents listed on the Required Documentation Checklist for the applicable programs. Individual folders will need to be created on the flash drive, named for each applicable section (Overarching, Title I A, Title I C, etc.), and the supporting documentation will need to be placed in the appropriate folder. Failure to do so will result in the monitoring tool being returned to the LEA. Examples of most of these documents can be found in the Federal Programs Resource Toolkit, available on the OSDE website.
  4. The LEA will complete the monitoring tool and return it along with supporting evidence, **in** **electronic format, via flash drive**. The monitoring tool must be returned in the MS Word format identical to how it was originally sent to the LEA. The LEA must label the flash drive with the District Name and County/District Number.
  5. This flash drive should be mailed to Oklahoma State Department of Education, Office of Federal Programs, 2500 North Lincoln Boulevard, Suite 311 Oklahoma City, Oklahoma 73105 by December 1st, 2015.

# CONTACT PAGE

***LEA Must Complete ALL Fields***

|  |
| --- |
| **LEA Superintendent Name:** Enter Name Here. **Phone:** Enter Phone Number Here. **E-mail:** Enter E-mail Address Here. |
| **LEA Federal Programs Officer Name:** Enter Name Here. **Phone:** Enter Phone Number Here. **E-mail:** Enter E-mail Address Here. |
| **LEA School Board President Name:** Enter Name Here. **Phone:** Enter Phone Number Here. **E-mail:** *Enter E-mail Address Here.* |
| **By checking the box, the Superintendent certifies that, to the best of his/her knowledge, the information provided in this monitoring tool is true and accurate.** |

|  |  |
| --- | --- |
| **SDE USE ONLY** | |
| **Applicable funding sources to be monitored (Check all that apply)** | |
| **Title I A** | **Title III A** |
| **Title I C** | **Title VI B REAP-FLEX** |
| **Title I D** | **Title VI B RLIS** |
| **Title IIA** | **Title X C** |

# REQUIRED DOCUMENTATION CHECKLIST

***LEA Must Provide ALL Requested Documents for Applicable Programs***

|  |  |  |
| --- | --- | --- |
| **overarching** | **SDE USE ONLY** | |
| * Comparability Procedures *(if applicable) NCLB, Sec.1120A(c)* | Select an Option. |
| * **Federal Programs** Complaint Policy *34CFR Part 299, Subpart F* | Select an Option. |
| * Time Distribution Records for FY16 Federally Funded Employees (a sample from each monitored federal program, as applicable) | Select an Option. |
| * Sample of Highly Qualified Paraprofessional Credentials (for each monitored federal program, *as applicable*) *NCLB,Sec.1119(c))-(g)* | Select an Option. |
| * List of All Paraprofessionals Funded by Monitored Federal Programs and the Methods Used to Classify Them as Highly Qualified (if applicable) *NCLB,Sec.1119(c)-(g)* | Select an Option. |
| * Professional Development (PD) Plan  *Oklahoma Statues, 70-6-192* | Select an Option. |
| * Conflict of Interest Policy *OMB 200.112* | Select an Option. |
| * Financial Management Procedures *OMB 200.302* | Select an Option. |
| * Fiscal Internal Control Policy *NCLB, Sec. 1120A and OMB 200.303* | Select an Option. |
| * Procurement Policy (must include Vendor Selection process) *OMB 200.318 and OMB 200.320* | Select an Option. |
| * Compensation Policy *OMB 200.430* | Select an Option. |
| * Travel Policy (travel/dependent care costs reimbursement, etc.) *OMB 200.432 and OMB 200.474* | Select an Option. |
| * Current Fiscal Year Inventory List (for items purchased with funds from monitored federal programs, *as applicable*) *OMB 200.439* | Select an Option. |

|  |  |  |
| --- | --- | --- |
| **TITLE I, PART A** | **SDE USE ONLY** | |
| * Title I Annual Parent Meeting Documents (sign-in sheets, minutes, agenda, etc.) *NCLB,Sec.1118(c)(1)* | Select an Option. |
| * District Parental Involvement Policy *NCLB, Sec.1118(a)(1)-(3)* | Select an Option. |
| * School Parental Involvement Policy (a sample from at least one school) *NCLB, Sec. 1118(c)-(f)* | Select an Option. |
| * Documentation of Parental Involvement Educational Activities (flyers, newsletters, agendas, sign-in sheets,) *NCLB,Sec.1118(a)(2)(F)* | Select an Option. |
| * School-Parent Compact *NCLB,Sec.1118(d)* | Select an Option. |
| * Title I Site Plan (a sample of a Schoolwide or Targeted Assistance Plan from at least one school) *NCLB,Sec.1114(b)* | Select an Option. |
| * Title I Targeted Assistance Programs Student Eligibility Criteria *(if applicable) NCLB,Sec.1115((c)* | Select an Option. |
| * Evidence of A-F Report Card Dissemination (website screen-shot, letter, e-mail, newsletter, etc.) *NCLB,Sec.1111(h)(2)€* | Select an Option. |
| * Parents’ Right-to-Know Letter *NCLB, Sec. 1111(h)(6)((A)* | Select an Option. |
| * Parent Notification Letter Regarding Teacher “Highly Qualified” Status (*applicable* only for LEAs not 100% HQ) *NCLB, Sec. 1111(h)(6)(B)(ii)* | Select an Option. |
| **TITLE I, PART C**  **Not applicable** | **SDE USE ONLY** | |
| * LEA Identification and Recruitment (ID&R) Plan | Select an Option. |
| * Comprehensive Needs Assessment (CNA) document to identify needs | Select an Option. |
| * Service Delivery Plan (SDP) to address identified needs | Select an Option. |
| * Parent Advisory Council (PAC) bylaws or guidelines | Select an Option. |
| * PAC Meeting agendas/minutes/sign-in sheets | Select an Option. |
| * Priority-For-Services (PFS) forms for all identified migrant students. | Select an Option. |
| * LEA quality control document | Select an Option. |
| * Recruiter contact logs | Select an Option. |
| * Evidence of Migrant Education Program (MEP) Training for Staff (agendas, sign-in sheets, etc.) | Select an Option. |
|  | |
| **TITLE I, PART A and D, NEGLECTED & DELINQUENT**  **Not applicable** | **SDE USE ONLY** | |
| * Assessments Currently Used for Pre-/Post-Testing (scanned image showing type of assessment) | Select an Option. |
|  | |
| **TITLE II, PART A**  **Not applicable** | **SDE USE ONLY** | |
| * List of Teachers Receiving Incentives and Type of Incentives *(if applicable)* | Select an Option. |
| * List of All Public and Private School Teachers Receiving Tuition Reimbursement with Teacher Name, Course, and Amount (*applicable* only if tuition reimbursement is paid with Title II A funds) | Select an Option. |
| * Educational Assistance Plan (*applicable* only if tuition reimbursement is paid with any federal funds) | Select an Option. |
| * Equitable Distribution Plan (*applicable* only if any school has more inexperienced teachers than experienced teachers, according to data the LEA provided in the Comprehensive District Academic Plan) | Select an Option. |

|  |  |  |
| --- | --- | --- |
| **TITLE III PART A**  **Not applicable** | **SDE USE ONLY** | |
| * Sample WIDA ACCESS Placement Test (W-APT) data | Select an Option. |
| * Language Instruction Program Delivery Plan (LIPDP) | Select an Option. |
| * Sample Language Instruction Educational Plans (LIEPs) for individual LEP student | Select an Option. |
| * Title III, Part A Plan for improvement (*if applicable*) | Select an Option. |
| * Documentation noting use of WIDA English Language Development (ELD) Standards | Select an Option. |
| * Sample parent notification containing all components required under section 3302(a)(1-8) | Select an Option. |
| * Evidence of implementation of an effective means of outreach , including parent notification forms, to parents of LEP children (sample notices in other languages, as available) | Select an Option. |
| * Documentation of personnel administering the ELP testing | Select an Option. |
| * Document of monitored students who exit the ELL program | Select an Option. |
| * Documentation of Parental Involvement (PI) Educational Activities for LEP students (flyers, newsletter announcements, agendas, sign-in sheets, etc.) | Select an Option. |
| * Documentation of Educational Activities for immigrant students (flyers, newsletter announcements, agendas, sign-in sheets, etc.) (*if applicable)* | Select an Option. |
|  | |
| **TITLE X, PART C**  **Not applicable** | **SDE USE ONLY** | |
| * Evidence of Homeless Identification Assistance (posters, flyers, enrollment form, etc.) | Select an Option. |
| * Evidence of Homeless Identification Training for Staff (agendas, sign-in sheets, etc.) | Select an Option. |

# OVERARCHING

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **OVERARCHING REQUIREMENTS (OR)**  **NOTE: *This section will apply to all federal fund sources.*** | | | | |
| **MONITORING INDICATORS** | | **DISTRICT NARRATIVE STATEMENT** | **SDE USE ONLY** | |
| **SDEREVIEWER:** Enter Name Here. | |
| **Comments** | **Determination** |
| OR 1 | Describe *how* the LEA Title I committee:   1. selects a diverse group of members 2. *determines* the frequency of the Title I meetings 3. *determines* how federal funds are to be spent |  |  | Select an Option. |
| OR 2 | Describe how the supplemental activities to be implemented align with the comprehensive needs assessment. |  |  | Select an Option. |
| OR 3 | Describe how **performance** **data for all students** is used to determine area(s) in need of improvement. |  |  | Select an Option. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **OVERARCHING REQUIREMENTS (OR)**  **NOTE: *This section will apply to all federal fund sources.*** | | | | |
| **MONITORING INDICATORS** | | **DISTRICT NARRATIVE STATEMENT** | **SDE USE ONLY** | |
| **Comments** | **Determination** |
| OR 4 | Describe the other data resources the LEA has utilized to determine the areas in need of improvement (graduation rates, attendance, parent involvement, etc.) |  |  | Select an Option. |
| OR 5 | If applicable, describe how federal funds are used to facilitate data collection, provide data training, and/or support programs/services developed as a result of student academic achievement data review. | . |  | Select an Option. |
| OR 6 | Describe how the *need* for federally funded personnel is *determined*. |  |  | Select an Option. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **OVERARCHING REQUIREMENTS (OR)**  **NOTE: *This section will apply to all federal fund sources.*** | | | | |
| **MONITORING INDICATORS** | | **DISTRICT NARRATIVE STATEMENT** | **SDE USE ONLY** | |
| **Comments** | **Determination** |
| OR 7 | Describe how the LEA ensures the professional development (PD) selected for this year is high quality, sustained, classroom-focused, scientifically-based, and/or increases knowledge in academic areas. |  |  | Select an Option. |
| OR 8 | Describe how the LEA ensures all applicable technology, networks, passwords and student data is safe, secure and password protected. |  |  | Select an Option. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **OVERARCHING REQUIREMENTS (OR)**  **NOTE: *This section will apply to all federal fund sources.*** | | | | |
| ***PRIVATE SCHOOLS  Not Applicable*** | | | | |
| **MONITORING INDICATORS** | | **DISTRICT NARRATIVE STATEMENT** | **SDE USE ONLY** | |
| **Comments** | **Determination** |
| OR 16 | Describe the consultation process and meetings between the LEA and private school officials that occur:   1. **prior** to the LEA making any decisions regarding the involvement in participating Title programs of eligible private school students, teachers, and families. 2. **throughout** the implementation and assessment of the participating Title programs and services for private school students. |  |  | Select an Option. |
| OR 17 | Describe how the LEA:   1. uses multiple, educationally related, objective criteria to identify private school children eligible to participate in Title programs. 2. provides services to Private School students, including those in “skipped” attendance areas. |  |  | Select an Option. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **OVERARCHING REQUIREMENTS (OR)**  **NOTE: *This section will apply to all federal fund sources.*** | | | | |
| ***PRIVATE SCHOOLS  Not Applicable*** | | | | |
| **MONITORING INDICATORS** | | **DISTRICT NARRATIVE STATEMENT** | **SDE USE ONLY** | |
| **Comments** | **Determination** |
| OR 18 | Describe how the LEA ensures that Private Schools are *offered* the same monitoring and inventory controls as the LEA’s public school sites |  |  | Select an Option. |
| OR 19 | Describe how the LEA *provides* equitable professional development opportunities for private school teachers. |  |  | Select an Option. |
| OR 20 | Describe how the LEA’s parent involvement plan includes strategies for the inclusion of parents of private school children. |  |  | Select an Option. |

# TITLE I, PART A

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TITLE I, PART A** | | | | |
| **MONITORING INDICATORS** | | **DISTRICT NARRATIVE STATEMENT** | **SDE USE ONLY** | |
| **Comments** | **Determination** |
| TIA 1 | If applicable, describe why the LEA chose to consolidate funds in a Title I Schoolwide program and what benefits the LEA realized from the consolidation of funds. |  |  | Select an Option. |
| TIA 2 | If applicable, describe how the LEA and site(s) communicate with the parents of Limited English Proficient (LEP) students in a language that is understandable to the parents. |  |  | Select an Option. |
| TIA 3 | Describe how the LEA identifies homeless children and youth. |  |  | Select an Option. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **TITLE I, PART A** | | | | | |
| **MONITORING INDICATORS** | | | **DISTRICT NARRATIVE STATEMENT** | **SDE USE ONLY** | |
| **Comments** | **Determination** |
| TIA 4 | Describe the steps the LEA takes to remove barriers for homeless students so they can meet the same challenging academic achievement standards to which all students are held. |  |  | Select an Option. | |
| TIA 5 | Describe the responsibilities of the LEA’s homeless liaison. |  |  | Select an Option. | |
| TIA 6 | Describe the professional development offered by the LEA to its staff that addresses the unique problems and needs of children and youth experiencing homelessness. |  |  | Select an Option. | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **TITLE I, PART A** | | | | | |
| **MONITORING INDICATORS** | | | **DISTRICT NARRATIVE STATEMENT** | **SDE USE ONLY** | |
| **Comments** | **Determination** |
| TIA 7 | Describe the LEA’s dispute resolution policy regarding the enrollment of homeless children and youth. |  |  | Select an Option. | |
| TIA 8 | Describe how the LEA evaluates the effectiveness of the activities and services it provides to homeless children and youth. |  |  | Select an Option. | |
| TIA 9 | Describe the educational services the LEA provides to assist homeless children and youth in achieving the same challenging state content and student performance standards as all other students. |  |  | Select an Option. | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **TITLE I, PART A** | | | | | |
| **MONITORING INDICATORS** | | | **DISTRICT NARRATIVE STATEMENT** | **SDE USE ONLY** | |
| **Comments** | **Determination** |
| TIA 10 | Describe the LEA’s efforts to conduct outreach to parents of homeless children and youth in order to inform them of their children’s rights. |  |  | Select an Option. | |
| TIA 11 | If applicable, describe how the LEA meets the special transportation needs of its homeless children and youth. |  |  | Select an Option. | |
| TIA 12 | Describe how the LEA disseminates information on homeless students’ rights and how to contact the homeless liaison. |  |  | Select an Option. | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **TITLE I, PART A** | | | | | |
| **MONITORING INDICATORS** | | | **DISTRICT NARRATIVE STATEMENT** | **SDE USE ONLY** | |
| **Comments** | **Determination** |
| TIA 13 | Describe how the LEA indicates homelessness status on school records, ensuring student confidentiality is maintained. |  |  | Select an Option. | |

# TITLE I, PART C

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TITLE I, PART C**  ***Not Applicable*** | | | | |
| **MONITORING INDICATORS** | | **DISTRICT NARRATIVE STATEMENT** | **SDE USE ONLY** | |
| **Comments** | **Determination** |
| TIC 1 | If applicable, explain any known reasons for an increase or decrease in the number of qualifying migrant students. |  |  | Select an Option. |
| TIC 2 | Describe how the LEA ensures it stays up to date with program eligibility and guidelines. |  |  | Select an Option. |
| TIC 3 | Describe the LEA’s quality control measures (internal controls for recruiting) and how often these measures are evaluated. |  |  | Select an Option. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TITLE I, PART C**  ***Not Applicable*** | | | | |
| **MONITORING INDICATORS** | | **DISTRICT NARRATIVE STATEMENT** | **SDE USE ONLY** | |
| **Comments** | **Determination** |
| TIC 4 | Describe the LEA’s recruiter’s responsibilities. |  |  | Select an Option. |
| TIC 5 | Describe how the LEA integrates technology into educational and related programs for migratory children. |  |  | Select an Option. |
| TIC 6 | Describe how the LEA evaluates the migrant program (examples: evaluation document, improvement plan, PAC recommendations, parent surveys, data review, achievement gap examination, etc.). |  |  | Select an Option. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TITLE I, PART C**  ***Not Applicable*** | | | | |
| **MONITORING INDICATORS** | | **DISTRICT NARRATIVE STATEMENT** | **SDE USE ONLY** | |
| **Comments** | **Determination** |
| TIC 7 | Describe the collaboration process between LEAs, other states, and Mexico regarding the transfer of student academic data. |  |  | Select an Option. |

# TITLE I, PART A and D

**NEGLECTED & DELINQUENT**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TITLE I, PART A and D**  **NEGLECTED & DELINQUENT**  ***Not Applicable*** | | | | |
| **MONITORING INDICATORS** | | **DISTRICT NARRATIVE STATEMENT** | **SDE USE ONLY** | |
| **Comments** | **Determination** |
| TIN&D 1 | Describe how the LEA consults with the N or D facility in program planning and evaluation process. |  |  | Select an Option. |
| TIN&D 2 | Describe the LEA’s process for providing instruction that is aligned with state standards and accountability to Neglected/Delinquent children and youth. |  |  | Select an Option. |
| TIN&D 3 | Describe the services provided to assist in the transition of children and youth back to the school or workforce environment. |  |  | Select an Option. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TITLE I, PART A and D**  **NEGLECTED & DELINQUENT**  ***Not Applicable*** | | | | |
| **MONITORING INDICATORS** | | **DISTRICT NARRATIVE STATEMENT** | **SDE USE ONLY** | |
| **Comments** | **Determination** |
| TIN&D 4 | Describe the LEA’s dropout prevention program that targets at-risk children and youth. |  |  | Select an Option. |
| TIN&D 5 | Describe the LEA’s process for administering and monitoring the funded programs to ensure program requirements are met. |  |  | Select an Option. |
| TIN&D 6 | Describe how the LEA evaluates the program’s effectiveness. (examples: educational achievement, credit accrual, transition to a regular education program or secondary school/employment) |  |  | Select an Option. |

# TITLE II, PART A

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TITLE II, PART A**  ***Not Applicable*** | | | | |
| **MONITORING INDICATORS** | | **DISTRICT NARRATIVE STATEMENT** | **SDE USE ONLY** | |
| **Comments** | **Determination** |
| TIIA 1 | If applicable, describe how Class-Size Reduction (CSR) needs are determined. |  |  | Select an Option. |
| TIIA 2 | Describe how the LEA selects the PD activities that improve the knowledge of teachers, principals, and in appropriate cases, paraprofessionals in:   1. content knowledge 2. classroom practices |  |  | Select an Option. |

# TITLE III, PART A

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TITLE III, PART A**  ***Not Applicable*** | | | | |
| **MONITORING INDICATORS** | | **DISTRICT NARRATIVE STATEMENT** | **SDE USE ONLY** | |
| **Comments** | **Determination** |
| TIIIA 1 | Describe the basic services that the LEA provides to all LEP students to meet Lau requirements and how the LEA determines the use of Title III funds to supplement these basic services. |  |  | Select an Option. |
| TIIIA 2 | Describe how the LEA:   1. has participated in State training and/or technical assistance for implementation of the State ELP standards. 2. has disseminated the ELP standards to all teachers of LEP students. |  |  | Select an Option. |
| TIIIA 3 | For LEP students receiving testing accommodations, please describe how the appropriate accommodations are determined. |  |  | Select an Option. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TITLE III, PART A**  ***Not Applicable*** | | | | |
| **MONITORING INDICATORS** | | **DISTRICT NARRATIVE STATEMENT** | **SDE USE ONLY** | |
| **Comments** | **Determination** |
| TIIIA 4 | If the LEA did not meet AMAOs for two or four years, please describe how staff received training to implement the improvement plan. |  |  | Select an Option. |
| TIIIA 5 | Describe how the Immigrant grant program is distinct from the LEP grant program (applicable only if the LEA receives funding from both programs.) |  |  | Select an Option. |

# TITLE VI, PART B

REAP-FLEX AND RLIS

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TITLE VI, PART B**  **REAP-FLEX**  ***Not Applicable*** | | | | |
| **MONITORING INDICATORS** | | **DISTRICT NARRATIVE STATEMENT** | **SDE USE ONLY** | |
| **Comments** | **Determination** |
| TVIB 1 | Describe what programs the LEA selected, and why those programs were selected. |  |  | Select an Option. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TITLE VI, PART B**  **RLIS**  ***Not Applicable*** | | | | |
| **MONITORING INDICATORS** | | **DISTRICT NARRATIVE STATEMENT** | **SDE USE ONLY** | |
| **Comments** | **Determination** |
| TVIB 2 | Describe what programs the LEA selected, and why those programs were selected. |  |  | Select an Option. |

# TITLE X, PART C

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TITLE X, PART C**  ***Not Applicable*** | | | | |
| **MONITORING INDICATORS** | | **DISTRICT NARRATIVE STATEMENT** | **SDE USE ONLY** | |
| **Comments** | **Determination** |
| TXC 1 | Describe how the LEA utilizes technical assistance offered by OSDE to ensure appropriate implementation of Title X, Part C. |  |  | Select an Option. |

|  |  |
| --- | --- |
| **SDE USE ONLY** | |
|  | **Comments** |
| **LEA Submitted All Applicable**  **Requested Documentation:** *Choose an item.* |  |
| **LEA Provided Complete Narrative**  **Answers for All Applicable Questions:** *Choose an item.* |  |
| **Reviewer’s signature:** *Type Name Here.* **Date:** Click here to enter a date.  **Supervisor’s signature:** *Type Name Here.* **Date:** Click here to enter a date. | |