

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 Market Street Harrisburg, PA 17126-0333

Division of Federal Programs
Consolidated Program Review
_____ School Year

District Address

LEA Level Monitoring

	Name	Check if Interviewed
Superintendent:	_____	_____
Business Manager:	_____	_____
Title I Coordinator:	_____	_____
Title II Part A Coordinator:	_____	_____
Fiscal Requirements Coordinator:	_____	_____
Ed-Flex Waiver Review Coordinator:	_____	_____
Title VI-B REAP Coordinator:	_____	_____

Programs Reviewed:
Title I:
Title II Part A:
Title IV, Part A:
Fiscal Requirements:
Ed-Flex Waiver Review:

Title VI-B REAP:

School Level:

Program Reviewer:

Visit date(s)

Component I: Appropriately State Certified

The Local Education Agency (LEA) will ensure that all teachers and paraprofessionals working in a program supported with Title I and Title II funds meet applicable State certification and licensure requirements.

Sec. 1112(c)(6)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. Teachers and paraprofessionals working in a Title I and Title II program are appropriately state certified.				<ul style="list-style-type: none">List of staff working in the Title I and Title II program and their certificationsSamples of valid level 1 or 2 certificates with appropriate content areas aligned with class schedules.Emergency permits unacceptable except for charter schools – 25% ruleReport generated by the LEA data system on staff qualifications		
<ul style="list-style-type: none">Desk monitoring only: Upload list of staff working in the Title I and Title II program and their certifications						

Component II: Equity Plan

The Local Education Agency (LEA) will describe how low-income and minority children enrolled in Title I schools are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.

Sec. 1111(g)(1)(B)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA has developed an Equity plan that assures, through the implementation of various strategies, poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers in Title I schools.				<ul style="list-style-type: none">• Equity Plan• Documentation of annual review of Equity Plan• Teachers are reassigned, if applicable• Changes to union contract are made, if applicable• Sample class schedules with applicable staff and student percentages		
<ul style="list-style-type: none">• Desk Monitoring Only: Upload Equity Plan and agendas and sign-in sheets for Equity Plan meetings.						

Component III: Foster Care

The Local Education Agency (LEA) must develop and implement clear written procedures for how transportation will be provided, arranged, and funded for the duration of the time in foster care.

Sec. 1111(g)(1)(E)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA developed transportation procedures for students in foster care.				<ul style="list-style-type: none">Written transportation procedures		
<ul style="list-style-type: none">Desk Monitoring Only: Upload written Foster Care Transportation procedures.						

Component IV: Parent and Family Engagement

The LEA may receive funds under this part only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of Title I students.

Sec. 1116(a)(1-3)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>1. LEA has a written Parent and Family Engagement policy and evidence that it is reviewed and updated annually. Required Components:</p> <ul style="list-style-type: none"> • states how the LEA involves parents in the joint development of the Title I Plan (Title I Application) • states how the LEA provides the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent involvement and described in Section 1118(e) parent and family involvement activities to improve student academic achievement and school performance • states how the LEA coordinates and integrates parent and family engagement strategies under this part with parent and family engagement strategies, with other relevant Federal, State, and local laws and programs • states how the LEA conducts with parents an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all school served under this part, including identifying – <ul style="list-style-type: none"> - barriers to greater participation in activities, - the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers - Strategies to support successful school and family interactions 				<ul style="list-style-type: none"> • LEA Parent and Family Engagement policy, parent meeting agenda and sign in sheet and evidence of distribution, examples – website posting, handbook, mailing, etc. 		

<ul style="list-style-type: none"> • use the findings of the evaluation to design evidence based strategies for more effective parental involvement, and how to revise, if necessary, the parent and family engagement policies • involve parents in the activities of the Title I schools 					
<p>2. Each LEA shall reserve at least one percent of its Title I allocation to assist schools to carry out the activities in this section, unless the LEA receives less than \$500,000 in Title I funds. (This can be marked N/A in the LEA receives less than \$500,000 in Title I funds.)</p>			<ul style="list-style-type: none"> • Consolidated Application, Reservation of Funds 		
<p>3. Parents and family members of Title I students shall be involved in the decisions regarding how funds reserved are allotted for parental involvement activities. (This can be marked N/A if the LEA did not reserve funds for Parent and Family Engagement)</p>			<ul style="list-style-type: none"> • Agendas and sign in sheets demonstrating parents were included in the decision on how to use the set aside 		
<p>4. If the LEA receives \$500,000 or more in Title I funds, the set aside funds shall be used to carry out activities and strategies consistent with LEA parent and Family Engagement Policy, including at least one of the following;</p> <ul style="list-style-type: none"> - Supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies - Supporting programs that reach parents and family members at home, in the community, and at school - Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members 			<ul style="list-style-type: none"> • LEA Parent and Family Engagement policy, parent meeting agenda and sign in sheet 		

<ul style="list-style-type: none"> - Collaborating, or providing subgrants to schools to enable such schools to collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement - Engaging in any other activities and strategies that the LEA determines are appropriate and consistent with the Parent and Family Engagement (This can be marked N/A if the LEA received less than \$500,000 in Title I funds.) 						
<ul style="list-style-type: none"> • Desk Monitoring Only: Upload LEA Parent and Family Engagement Policy, parent meeting agendas and sign in sheets, method of distribution 						
<p>5. LEA must conduct an annual evaluation of the content and effectiveness of the parent and family engagement policy use the findings of the evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies.</p>				<ul style="list-style-type: none"> • Agendas and sign in sheets from meeting with parents to discuss the evaluation • Surveys and collated results to demonstrate evaluation process 		
<ul style="list-style-type: none"> • Desk Monitoring only: Upload agendas and sign in sheets that demonstrate a discussion with parents and family members, and/or the survey and results. 						

Component V: Schoolwide Programs

A local educational agency may consolidate and use funds under this part, together with other Federal, State, and local funds, in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

Sec. 1114

If the LEA does not operate a Schoolwide Program in any Title I schools, this section can be skipped.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA is consolidating funds (state, local, and federal) in the Schoolwide program. (If not applicable, mark N/A)				<ul style="list-style-type: none"> Approval letter from PDE 		
<ul style="list-style-type: none"> Desk Monitoring only: Upload Approval letter from PDE stating LEA can consolidate funds 						

Component VI. Nonpublic schools

The LEA provides Title I services to eligible children attending nonpublic schools.

**ESEA sections 1117 and 8501, 8503
UGG Sec. 200.313 and 200.320**

If the LEA has no participating nonpublic schools, this section can be skipped.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. LEA has procedures for provision of services to eligible children attending nonpublic school officials.				<ul style="list-style-type: none"> Consolidated application, Performance Goals section listing nonpublic student's measurable goals and detailing the services provided to nonpublic students. 		
2. Consultation has occurred between LEA and nonpublic officials.				<ul style="list-style-type: none"> Copies of letters, e-mails, consultation forms, meeting sign-in sheets between LEA and nonpublic officials Consolidated application Nonpublic Involvement section showing record of contacts between LEA and nonpublic schools 		
<ul style="list-style-type: none"> Desk Monitoring only: Upload Copies of letters, e-mails, consultation forms, or meeting sign-in sheets between LEA and nonpublic officials to demonstrate services have been discussed 						
3. The results of agreement following consultation have been transmitted to the SEA's equitable services ombudsman.				<ul style="list-style-type: none"> Affirmation of Consultation eGrants affirmation upload LEA documentation that consultation has, or attempts at such consultation have, taken place (see Additional 	<ul style="list-style-type: none"> Emails Return Receipt mail card Certified Letter postage receipt 	

				Evidence – required ONLY if the nonpublic official fails to sign the affirmation).		
4. LEA regularly monitors the provision of Title I services to nonpublic students.				<ul style="list-style-type: none"> • Nonpublic school visitation documentation by LEA 		
<ul style="list-style-type: none"> • Desk Monitoring only: Upload sign in sheets or visitation logs to demonstrate LEA monitored Non-public school 						
5. LEA is evaluating the Title I program serving nonpublic school students.				<ul style="list-style-type: none"> • Evaluation data • Needs assessment survey form and collated results • Assessment data 		
<ul style="list-style-type: none"> • Desk Monitoring only: Upload evaluation data, assessment data, or the needs assessment survey to demonstrate LEA evaluated Non-public Title I program. 						
6. Nonpublic school students are receiving equitable services as discussed during consultation and Parent & Family Engagement if allocation is \$500,000 and over.				<ul style="list-style-type: none"> • Non-Public Organizations Summary and Non-Public Institutions sections of eGrants • Announcements/sign-in sheets for Parent & Family Engagement opportunities for nonpublic teachers and parents if required • 		
7. LEA has budgets that document appropriate set-asides.				<ul style="list-style-type: none"> • Title I budget / Budget Summary section of eGrants 		
8. LEAs are properly monitoring the distribution and use of equipment and supplies purchased for the purposes of providing equitable services to eligible private school students.				<ul style="list-style-type: none"> • Inventory list of items purchased with Title I A nonpublic funds • Documentation that a physical inventory is conducted annually at the end of the school year 		

<p>9. LEA has third-party contracts (per Uniform Grants Guidance / Procurement procedures) that include the proportionate share of Title I funds determined by eGrants.</p>				<ul style="list-style-type: none"> • Copy of third-party contracts that include a breakdown of instructional costs, amount of services to be delivered, and administrative costs for nonpublic schools 		
<ul style="list-style-type: none"> • Desk Monitoring only: Upload third party contracts 						
<p>10. LEA has Title I complaint procedures available for nonpublic schools</p>				<ul style="list-style-type: none"> • Copy of Complaint Procedure and verification of distribution to nonpublic schools 		
<ul style="list-style-type: none"> • Desk Monitoring only: Upload complaint procedures 						

Component VII: General Fiscal Requirements/Uniform Grants Guidance (UGG)

Fiscal monitoring is different than program monitoring: Fiscal monitoring will include a review of a subgrantee’s financial operations, which may include a review of internal controls for program funds in accordance with state and federal requirements, an examination of principles, laws and regulations, and a determination of whether costs are reasonable and necessary to achieve program objectives. This activity involves an assessment of financial statements, records, and procedures. It is similar to an audit, but has a lesser degree of detail and depth and, usually, a higher degree of frequency.

Fiscal monitoring includes, but is not limited to:

- Reviewing a random sample (usually 3-5 per program) of invoices or bills for expenditures charged to the program to determine if appropriate units of measure are reported and that costs (units x rate) are correct and that costs align with grant objectives and were approved in the application for funds.
- Comparing budgets or budget limits to actual costs to determine if the LEA’s expenditures are likely to be more or less than budgeted
- Obtaining documentation that services billed or items purchased were actually delivered according to the contract
- Comparing invoices with supporting documentation to determine that costs were allowable, necessary, and allocable.

An expenditure is allowable if it is an approved use of funds under the statute or regulations governing a program and meet the intent of the program.

An expenditure is necessary if it is part of an approved application for funding.

An expenditure is allocable to the extent that the expenditure is used to meet the intent of the grant program (costs are pro-rated across grants if used to meet several grant program objectives).

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>1. Audits</p> <p>The SEA ensures that the State and the LEAs are audited annually, if required, and that all corrective actions identified through this process are fully implemented</p>	<p>1. Copies of single audit reports (2 most recent), corrective action plans and approval documents for the LEA</p>				<ul style="list-style-type: none"> • Two most recent audit reports (federal programs only) • LEA response to findings • PDE follow –up review of findings • Independent auditor report shows that LEA has completed all corrective actions 		

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
Uniform Grants Guidance (UGG) Sec 200.501							
2. Equipment and Related Property UGG Sec. 200.313	1. LEA maintains Inventory records, purchase orders and receipts for equipment (over \$1500) purchased and Computing Devices and Special Purpose Equipment (\$300 - \$1499)				<ul style="list-style-type: none"> Inventory list of items purchased with Title I A and D, Title II, Title III, and Title IV 		
	2. LEA conducts a physical inventory of all items every two years				<ul style="list-style-type: none"> Documentation that physical inventory was conducted within the last two years 		
<ul style="list-style-type: none"> Desk Monitoring only: Upload inventory list for public and Non-public programs 							
3. Obligating Funds UGG Sec. 200.309	1. LEA began obligating funds on or after the programs' approved date				<ul style="list-style-type: none"> Documentation that program funds were not spent prior to program approval date 		
4. Record Retention UGG Sec. 200.333	1. Federal program records are maintained for a period of 7 years (current year plus 6 prior)				<ul style="list-style-type: none"> Documentation that records are maintained for a period of seven years 		
5. Performance Goal Reporting Verification UGG 200.328	1. LEA has submitted the Performance Goal Output Report for Title I, Title ID, and/or Title III Immigrant and EL, where applicable.				<ul style="list-style-type: none"> Consolidated Application, Performance Goal Output Report in Title I, Title ID, and/or Title III Immigrant and EL. 		
	2. Backup documentation exists for the performance goal report that aligns with the data indicated in the goals that would be used to determine success.				<ul style="list-style-type: none"> Data reports/summaries 		

<ul style="list-style-type: none"> Desk monitoring only: Upload data reports/summaries 							
<p>6. Conflict of Interest</p> <p>UGG Sec 200.112</p>	<p>1. Conflict of Interest Requirement – the non-federal entity must disclose in writing any potential conflict of interest to the Federal awarding agency or pass-through entity in accordance with the applicable Federal awarding agency policy, which includes:</p> <ul style="list-style-type: none"> Standards of Conduct – (covering conflicts of interest when governing the actions of its employees engaged in the selection award and administration of contracts) Organizational Conflicts- (relationships with a parent company, affiliate, or subsidiary organization, the non-Federal entity is unable or appears to be unable to be impartial in conducting a procurement action involving a related organization) Disciplinary Actions- (actions taken against an individual who violates the standards of conduct) Mandatory Disclosure- (potential conflict disclosed in writing) 				<ul style="list-style-type: none"> Board Approved policy, self-disclosure form, resolution form or other evidence of how it was resolved (waived, or disciplinary actions taken) 		

<p>7. Allowability of Costs UGG Sec 200.43</p>	<p>1. Allowability of Costs Requirement – Expenditures must be aligned with approved budgeted items and when determining how the District expends its funds the procedures must include the following cost principles:</p> <ul style="list-style-type: none"> • Necessary, reasonable and allocable • Conform with federal law and grant terms • Consistent with state and local policies • Adequately documented 				<ul style="list-style-type: none"> • Review program expenditures • Review Allowability of Costs Procedures to check for internal controls relating to bulleted items. 		
<p>8. Procurement UGG Sec 200.300</p>	<p>1. Procurement – the LEA maintains purchasing procedures</p> <ul style="list-style-type: none"> • Micro-purchases (purchase up to \$3,500) • Small Purchase (between \$3,500-\$150,000) • Sealed Bids (purchases over \$150,000 with formal advertising) • Competitive Proposals (more than one source submitting a proposal) • Non-competitive Proposals i.e. Sole Source (Solicitation of a proposal from only one source) <ul style="list-style-type: none"> • Note: if opting to take procurement extension mark N/A, and answer question 9. 				<ul style="list-style-type: none"> • Procurement procedures exist and include the specific procedures to be followed internally for the five procurement levels • Evidence that procurement procedures were followed for 3-5 tested random expenditures. 		

<p>9. Procurement extension</p> <p>EDGAR 80.36</p>	<p>1. Procurement – the LEA must still maintain procurement procedures using more restrict thresholds:</p> <ul style="list-style-type: none"> • Any expenditure under \$100,000 price or rate quotes obtained by adequate number of qualified sources • Bids obtained for costs over \$100,000 • Note: if opting not to take procurement extension mark N/A, and answer question 8. 				<ul style="list-style-type: none"> • Procurement procedures exist and include the specific procedures to be followed internally for the five procurement levels and documentation that LEA is taking the Procurement extension 		
<p>10. Cash Management</p> <p>UGG Sec 200.305</p>	<p>1. Cash Management – the District must maintain written procedures to implement the following cash management requirements:</p> <ul style="list-style-type: none"> • Reimbursements – explain what happens if the District is initially charging federal grant expenditures to nonfederal funds • Advances – explain what happens if the District receives advance payments of federal grant funds • Interest – explain how the District will manage interest earned on federal grant awards 				<ul style="list-style-type: none"> • Procedures are available that address the three components • Evidence that LEA returned interest earned in excess of \$500 to federal government, if applicable 		

<p>11. Travel Reimbursement</p> <p>UGG Sec 200.474</p>	<p>1. Travel – the District must have written travel policies for travel costs to be allowable</p> <ul style="list-style-type: none"> • Types of travel (single day, overnight or out-of-state) • What expenses may be reimbursed (food, lodging, transportation, airfare) • What type of documentation is needed for reimbursement (pre-approval travel form, receipts, post travel form) 				<ul style="list-style-type: none"> • Board approved policies available for review • Samples of travel requests reviewed followed policy • Prior written approval was obtained by PDE for out of state travel 		
<ul style="list-style-type: none"> • Desk Monitoring only: Upload Conflict of Interest and Travel Reimbursement Policies, Cash Management, Allowability of costs and Procurement procedures. 							
<p>12. Prior Written Approval for Various Expenditures</p>	<p>1. LEA must obtain prior written approval for the following expenditures:</p> <ul style="list-style-type: none"> • Salaries of Administrative Staff (Clerical and Federal Program Coordinators) (200.413(c)) • Out of State Travel for workshops/conferences (200.474) • Entertainment Costs (200.438) • Equipment (200.439) • Student Activity Costs • Memberships, subscriptions, and Professional Activities (200.454) 				<ul style="list-style-type: none"> • Items were included in approved consolidated application budgets and/or narratives • Emails or other correspondence with regional coordinator requesting and receiving approval for expenditures. 		
<ul style="list-style-type: none"> • Desk Monitoring only: Upload emails or other correspondence with regional coordinator requesting and receiving approval for expenditures 							

<p>13. Carryover</p> <p>The LEA complies with the carryover provisions of Title I.</p> <p>Sec. 1127 ESEA</p>	<p>1. LEAs with Title I allocations greater than \$50,000 per year have not carried over more than 15% of their allocation from one year to next unless the SEA has waived the limitation (allowable once every 3-year cycle if the SEA believes the request is reasonable and necessary</p>				<ul style="list-style-type: none"> • Consolidated Application Carryover section • Waiver request and Carryover Waiver Approval Letter 		
<ul style="list-style-type: none"> • Desk Monitoring Only: Upload Carryover Waiver Approval Letter, if applicable. 							
<p>14. Rank Order</p> <p>The LEA ensures that it complies with the requirements of Title I when allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low-income families who reside in an eligible school attendance area.</p>	<p>1. The LEA is serving all buildings over 75% low-income, regardless of grade span, in rank order. Buildings below 75% can be served in rank order in two manners, either still in rank order regardless of grade span, or by rank order within grade span"</p>				<ul style="list-style-type: none"> • Consolidated Application, Selection of Schools 		
<p>Sec. 1007 ESSA, amends Sec. 1113 ESEA</p>	<p>2. Buildings above 75% low-income must be served and can only not be served after written approval has been established by PDE. The same analysis should occur for buildings below 75% regardless of grade span when that ranking methodology is chosen, and when the ranking by grade span methodology is chosen then this</p>				<ul style="list-style-type: none"> • Consolidated Application, Selection of Schools 		

	analysis should occur within any established grade span.						
	3. High schools (grades 9-12) may be served out of rank order at the discretion of the LEA. In this case, any High School that is over 50% low-income shall be treated and ranked as if it is at the 75% low-income level. In this manner a High School would have to be served in rank order regardless of grade span as it would be considered to be at the 75% level.				<ul style="list-style-type: none"> Consolidated Application, Selection of Schools 		
	4. Allocations to each eligible school remain in rank order per the method established during the Consolidated Application submission and as analyzed in the bullets above, however variance in per pupil expenditure may vary and may only be in an anticipated format as this analysis is occurring mid-year				<ul style="list-style-type: none"> The Title I budget, including specific salary and benefits for personnel and supply orders for actual and anticipated expenditures, must be used for this analysis 		
	5. Pre-kindergarten children are excluded from the poverty count of any school				<ul style="list-style-type: none"> PIMS Report on Economically Disadvantaged 		
<ul style="list-style-type: none"> Desk Monitoring Only: Upload building level budgets for each Title I building 							

<p>15. Supplement /Supplant</p> <p>The LEA ensures that Title funds are used only to supplement or increase non-Federal sources used for the education of participating students and not to supplant funds from non-Federal sources.</p>	<p>1. LEA approved budget and records of expenditures of Title funds at the district level match.</p>				<ul style="list-style-type: none"> • Title I A and D, Title II and Title III, and Title IV budgets • LEA budget • Statement of Expenditures for Title I A and D, Title II, Title III, and Title IV • Documentation of LEA methodology for allocating state and local funds to buildings. 		
<p>Sec. 1012 of ESSA amending Sec. 1118 of ESEA</p>	<p>2. For Schoolwide Programs – Funds should add to (supplement) and not replace (supplant) state and local funds in the building.</p>				<ul style="list-style-type: none"> • Statement of federal, state and local allocations for past two years • Federal expenditures match Schoolwide Plan activities • MOE letter • Documentation of LEA methodology for allocating state and local funds to buildings.. 		
	<p>3. For Targeted Assistance Programs – Funds should add to (supplement) and not replace (supplant) state and local funds in the building.</p>				<ul style="list-style-type: none"> • Federal expenditures match Consolidated Application • Documentation of LEA methodology for allocating state and local funds to buildings. • Evidence of intent of Title I being met through availability of services to students at-risk of failing. 		
<ul style="list-style-type: none"> • Desk Monitoring Only: For Targeted Assistance buildings, upload Federal expenditures. For Schoolwide Program buildings, upload statement of federal, state and local allocations for past two years and federal expenditures for each building. 							

<p>16. Comparability</p> <p>The LEA complies with the comparability provisions of Title I.</p> <p>Sec1120A(c)</p>	<p>1. Title I Comparability Report comparing Title I schools to non-Title I schools reported to SEA annually in Pennsylvania and submitted by November 15</p>				<ul style="list-style-type: none"> • Detailed Data Sheet and Assurance page • Support data housed at the LEA (individual school lists with staff names attached to the positions counted and excluded) • Assurance page for those LEAs that are exempt 		
<ul style="list-style-type: none"> • Desk Monitoring Only: For LEAs not exempt, upload Comparability Assurance page and Detailed data sheet. For those LEAs that are exempt, upload Assurance page. 							
<p>17. Maintenance of Effort (MOE)</p>	<p>1. LEAs combined fiscal effort per student on the aggregate expenditures of the LEA from the preceding year must not be less than 90% of the second preceding year</p>				<ul style="list-style-type: none"> • Maintenance of Effort Letter indicating compliance/non-compliance 		
<ul style="list-style-type: none"> • Desk Monitoring Only: Upload MOE letter from PDE 							
<p>18. Compliance to Reservations</p> <p>The LEA complies with requirements regarding the reservation of funds.</p> <p>Sec. 1113 ESEA, 42 U.S.C 11432 Sec. 9103</p>	<p>1. The LEA has reserved funds for Homeless students at both Title I served and non-Title I served buildings. This is a district-level reservation.</p>				<ul style="list-style-type: none"> • Consolidated Application Reservation of Funds page • Consolidated Application Title I budget • Statement of expenditures for homeless 		

	1. LEA reserved appropriate funds for Neglected Institution served.				<ul style="list-style-type: none"> • Consolidated Application Reservation of Funds page • Consolidated Application Title I budget • Statement of expenditures for Neglected Institution 	
	2. The LEA has reserved funds for Foster students at both Title I served and non-Title I served buildings. This is a district-level reservation. (If not used, select NA)				<ul style="list-style-type: none"> • Consolidated Application Reservation of Funds page • Consolidated Application Title I budget • Statement of expenditures for Foster 	
	3. If LEA has indicated the use of the Salary and Fringe Benefit set-aside on the Reservation of Funds worksheet, does documentation exist to show how the calculation was derived and shows how the set-aside amount was allocated back to the appropriate Title I school? (If not used, select NA)				<ul style="list-style-type: none"> • Consolidated Application Reservation of Funds • Spreadsheet demonstrating calculations 	
	4. The LEA may reserve funds at the LEA-level for Priority and Focus schools and associated requirements. The LEA does NOT need to reserve 20% for Priority and Focus schools				<ul style="list-style-type: none"> • Consolidated Application Reservation of Funds page • Statement of expenditures for interventions 	

	(only applies to those LEAs that set aside 20%, all others mark N/A)					
	<p>5. LEAs receiving more than \$500,000 in Title I funds have reserved a minimum of 1% of the allocation for parent and family engagement and have distributed a minimum of 90% of those funds to the school level. A LEA may reserve more than 1% of the allocation. The 90% building-level allocation rule is only applicable against the original 1%, not any percentage above</p>				<ul style="list-style-type: none"> • Consolidated Application, Reservation of Funds • Procedure for allocation of at least 90% of Parent and Family Engagement funds to the school level must be demonstrated and applicable expenditures provided as evidence of compliance 	
<p>19. Title I, Part D Subpart 2: Sec. 1424</p>	<p>1. LEA spends Title I, Part D funds on allowable, supplemental, and educational activities at the selected delinquent institution(s)</p>				<ul style="list-style-type: none"> • Statement of expenditures for delinquent 	
<p>20. Community Eligibility Provision (CEP) 7 CFR 245.9(f)(7)(iii)</p>	<p>1. Did your LEA have schools that participated in the Community Eligibility Provision (CEP) during the 16-17 SY? This is asked for 17-18 monitoring because data from the previous year is used for the current year Selection of Schools and Nonpublic Equitable Share data</p> <p>Note: If your LEA has schools that have adopted CEP for the first time</p>				<ul style="list-style-type: none"> • Consolidated Application Selection of Schools 	

	<p>during the 17-18 SY this answer is “no”.</p> <p>Note: If a “no” answer the remaining questions can be marked N/A.</p>					
	<p>2. Were all buildings in 16-17 CEP or were some CEP and others non-CEP? If all schools CEP, select MET. If not, select N/A, then discuss per bullet 3 how data was made uniform.</p>				<ul style="list-style-type: none"> • Consolidated Application Selection of Schools 	
	<p>3. LEA has a data source/process that was used to ensure that CEP building low-income data was uniform with other non-CEP buildings and/or was equitable in regard to nonpublic schools</p>				<ul style="list-style-type: none"> • Consolidated Application Selection of Schools • The 1.6 multiplier was applied against CEP data from participating schools to make it uniform with traditional Free and Reduced Lunch data at non-CEP schools. • Raw CEP/Direct Certification (DC) data was utilized at all schools in a uniform manner without a multiplier and regardless of whether or not a school was CEP participating or not. • A survey that looked like the old Free and Reduced lunch survey – but which made clear that it was not a requirement of the food subsidy program – was sent to participating CEP schools. Non-CEP schools would use the traditional free and reduced forms. 	

<p>21. Transferability Sec 5103(b)</p>	<p>1. Up to 100% of Title II and IV funds can be transferred. Funds can be transferred into Title I and Title III but not out of either subprogram. Title IIA and IV can transfer between programs.</p>				<ul style="list-style-type: none"> • Expenditures aligned to transferred into subprogram • Consolidated Application, Transferability page 	
	<p>2. Evidence of Non-public school consultation to discuss transferred amounts</p>				<ul style="list-style-type: none"> • Agendas/sign in sheets • Emails • Other documentation to reflect consultation occurred 	
<ul style="list-style-type: none"> • Desk Monitoring only: Upload agendas, sign in sheets, emails, or other documentation to reflect consultation occurred. 						

Component I: Title IIA Requirements

The purpose of this title is to provide grants to State educational agencies and subgrants to local educational agencies to— (1) increase student achievement consistent with the challenging State academic standards; (2) improve the quality and effectiveness of teachers, principals, and other school leaders; (3) increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and (4) provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

Sec. 2001

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA provides evidence that Title II activities are data driven and that if data indicates a need in higher poverty schools, priority is given to these school(s)				<ul style="list-style-type: none"> Evidence of a needs assessment with data indicating large class sizes or justification for the types of professional development activities offered. 		
<ul style="list-style-type: none"> Desk Monitoring Only: Upload needs assessment 						
2. The LEA provides evidence of stakeholder engagement in the development of Title II activities e.g. parents, community members, schools staff				<ul style="list-style-type: none"> Meeting notices, agenda, sign-in sheets, invitations 		
<ul style="list-style-type: none"> Desk Monitoring Only: Upload meeting notices, agenda and sign-in sheets for any meetings at which stakeholders were involved in the planning of Title II activities. 						
3. All expenditures are supplemental in nature and do not supplant, or replace, activities the LEA is required to provide under state or local law, including board approved policy. <ul style="list-style-type: none"> Detailed list of ESSA-authorized activities: Teacher/principal evaluation. Recruitment and retention. Class size reduction. PD – tech integration, data usage, parent engagement, IEP, ELL, early learning, selecting and implementing assessments. 				<ul style="list-style-type: none"> Expenditure printouts indicating detailed Title II activities 		

<ul style="list-style-type: none"> • Identify trauma, mental illness, and intervention. • Safety, drug and alcohol abuse, chronic absenteeism. • Gifted learning. • Library programs. • Sex abuse. • STEM. • Improved staff working conditions (feedback). • Career/tech ed integration and work-based learning to prepare for workforce or post-secondary transition • Other uses that at meet the intent of Title IIA 						
<p>4. The LEA utilizes appropriately state certified teachers to reduce class size.</p>				<ul style="list-style-type: none"> • Class-size reduction teacher rosters • List of CSR staff and their certifications • Copies of CSR teacher certificates (blackout social security numbers) 		
<ul style="list-style-type: none"> • Desk Monitoring Only: List of CSR staff and their certifications or copies of teacher certificates (blackout social security numbers) 						
<p>5. LEA has submitted the Performance Goal Output Report for Title II.</p>				<ul style="list-style-type: none"> • Consolidated Application, Performance Goal Output Report in Title II. 		
<p>6. Backup documentation exists for the performance goal report that aligns with the data indicated in the goals that would be used to determine success.</p>				<ul style="list-style-type: none"> • Data reports/summaries 		
<ul style="list-style-type: none"> • Desk monitoring only: Upload data reports/summaries 						

Component I. Title IV, Part A Student Support and Academic Enrichment Grants

The Student Support and Academic Enrichment (SSAE) program is intended to: 1) provide all students with access to a well-rounded education, 2) improve school conditions for student learning, and 3) improve the use of technology in order to improve the academic achievement and digital literacy of all students. (ESEA section 4101)

Sec. 4101

If the LEA does not have a Title IV project or has transferred 100% of funds, this section can be skipped.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA involves stakeholders (parents, school staff, and community members) in the planning of the Title IV application and activities.				<ul style="list-style-type: none"> Meeting notices, agenda, sign-in sheets 		
<ul style="list-style-type: none"> Desk Monitoring only: Upload meeting notices, agenda, sign-in sheets 						
2. If the LEA distributed funds to schools, it targeted schools that have the greatest needs; have the highest percentages or numbers of children low-income; are identified for priority and focus; or are identified as persistently dangerous.				<ul style="list-style-type: none"> Focus/Priority school status Consolidated application Selection of Schools ranking page 		
3. LEA completed a performance goal for each area where funds are spent under Title IV.				<ul style="list-style-type: none"> Consolidated application – Title IV Performance Goal Section 		
4. The LEA continued to consult with stakeholders to improve the activities it conducts and coordinates implementation with other related activities conducted in the community				<ul style="list-style-type: none"> Meeting notices, agenda, sign-in sheets, meeting minutes 		
<ul style="list-style-type: none"> Desk monitoring only: Upload meeting notices, agenda, sign-in sheets, meeting minutes 						

<p>5. LEA has only budgeted for 15% of the amount budgeted in Effective Use of Technology for technology infrastructure (devices, equipment, and software applications to address readiness shortfalls, blended learning technology software and platforms, the purchase of digital instructional resources, initial professional development activities, and one-time information technology purchases).</p>				<ul style="list-style-type: none"> • Consolidated application showing funds in the Effective Use of Technology expenditure section 		
<p>6. If the LEA has received more than \$30,000 in Title IV funds, a needs assessment was completed (and will be completed once every 3 years).</p>				<ul style="list-style-type: none"> • Needs Assessment with date 		
<ul style="list-style-type: none"> • Desk monitoring only: For those LEAs that receive more than \$30,000, upload Needs Assessment with date 						
<p>7. If the LEA has received more than \$30,000 in Title IV funds, 20% has been budgeted for Well-Rounded Educational activities.</p>				<ul style="list-style-type: none"> • Consolidated application well-rounded narrative completed. • Consolidated application showing funds in the Well-Rounded expenditure section 		
<p>8. If the LEA has received more than \$30,000 in Title IV funds, 20% has been budgeted for Safe and Healthy activities.</p>				<ul style="list-style-type: none"> • Consolidated application safe and healthy narrative completed. • Consolidated application showing funds in the Safe and Healthy expenditure section 		
<p>9. If the LEA has received more than \$30,000 in Title IV funds, some funds are budgeted for Effective Use of Technology activities.</p>				<ul style="list-style-type: none"> • Consolidated application Effective Use of Technology narrative completed. • Consolidated application showing funds in the Effective Use of Technology expenditure section 		

<p>10. All expenditures are supplemental in nature and do not supplant, or replace, activities the LEA is required to provide under state or local law, including board approved policy.</p>				<ul style="list-style-type: none"> Expenditure printouts indicating detailed Title IV activities 		
<ul style="list-style-type: none"> Desk Monitoring Only: Upload Title IV expenditures 						

Ed-Flex Waiver Review

A Local Educational Agency (LEA) that receives funds under a program authorized under this Act and desires a waiver of any statutory or regulatory requirement of this Act shall submit a request containing the information described in subsection (b)(1) to the appropriate State educational agency. The State educational agency determines if the waiver is appropriate.

SEC. 8401

If the LEA does not operate on an Ed-Flex Waiver, this section can be skipped.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA has evidence of which Federal Program(s) and Federal Requirement(s) are to be waived, including the expected results of waiving each requirement.				<ul style="list-style-type: none"> Section 1 Waiver Application 		
2. The LEA has evidence of how it will continue to provide assistance to the same populations served by program for which waivers were requested.				<ul style="list-style-type: none"> Section 3 Waiver Application 		
3. The LEA has evidence of how the waiver will improve the instructional program and academic performance of students and how non-public students will be affected.				<ul style="list-style-type: none"> Section 3 Waiver Application 		
4. The LEA has evidence of the education improvement goals, including methods that will be used to assess student progress toward the goals, and how the LEA will be able to determine the impact of any school that benefits from an approved waiver.				<ul style="list-style-type: none"> Section 3 Waiver Application 		
5. The LEA has evidence of how it provided notice and information to the public regarding the waiver request.				<ul style="list-style-type: none"> Section 5 Waiver Application 		
6. If an application was submitted for an extension of an approved waiver, the LEA has evidence of effectiveness of the waiver, how the waiver improved student				<ul style="list-style-type: none"> Waiver Performance Report 		

Ed-Flex Waiver Review						
performance and how the waiver extension was in the public interest.						
7. The LEA has evidence of services provided, schools served with waiver and school years approved with waiver.				<ul style="list-style-type: none"> • Approval Letter from PDE • eGrants Budget and Selection of Schools 		

Title VI-B REAP

It is the purpose of this part to address the unique needs of rural school districts that frequently— (1) lack the personnel and resources needed to compete effectively for Federal competitive grants; and (2) receive formula grant allocations in amounts too small to be effective in meeting their intended purposes.

Sec. 5201

If the LEA does not receive Title VI-B REAP funds, this section can be skipped.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA ensures that it complies with the requirements of Title VI-B when allocating funds for REAP-Flex				<ul style="list-style-type: none"> • Statement of Allocations and Expenditures 	Applicable Funding for REAP-Flex: <ul style="list-style-type: none"> • Title II-A • Uses of Applicable Funding <ul style="list-style-type: none"> • Title I-A • Title II-A • Title III 	
2. The LEA ensures that it complies with the requirements of Title VI-B when allocating funds for Rural and Low Income Schools				<ul style="list-style-type: none"> • Statement of Allocations and Expenditures 	Uses of Funds: <ul style="list-style-type: none"> • Teacher Recruitment and Retention • Teacher Professional Development • Educational Technology • Parent and Family Engagement • Activities • Title I-A • Title III 	

Division of Federal Programs
Consolidated Program Review
_____ School Year

School Name

SCHOOL Level Monitoring

Name

Check if Interviewed

Principal:

Parent:

Program Reviewer(s):

Visit Date:

Component I: Appropriately State Certified

The Local Education Agency (LEA) and the Title I School has professional standards for paraprofessionals working in a program supported with Title I and Title II funds.

Sec. 1112(c)(6)

Sec. 1112(e)(1)(A)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. All instructional paraprofessionals working in a Title I and Title II program are appropriately certified.				<ul style="list-style-type: none"> List of paraprofessionals & their qualifications: HS Diploma plus 2 years of college (48 credits), AA Degree or local assessment 		
<ul style="list-style-type: none"> Desk Monitoring Only: Upload list of paraprofessionals working in Title I programs with their qualifications. 						
2. Parents (in Title I schools only) are notified annually that they may request information regarding the professional qualifications of their child’s teacher(s), and of paraprofessionals who provide instructional services to their children.				<ul style="list-style-type: none"> Copy of Right-to-Know – Teacher Qualifications letter and evidence of distribution date 		
<ul style="list-style-type: none"> Desk Monitoring Only: Upload dated copy of Right-to-Know Teacher Qualification letter 						
3. Parents (in Title I schools only) are notified if their child is assigned to or being taught for four or more consecutive weeks by a teacher who is not appropriately state certified. (This cannot be marked N/A.)				<ul style="list-style-type: none"> Copy of Right-to-Know – Four Consecutive Week letter Evidence of distribution date, if applicable 		

Component II: Transition Plan

The Title I School will support, coordinate, and integrate Title I services with early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs. The Title I School will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education.

Sec. 1112(b)(8)

Sec. 1112(b)(10)

Sec. 1114

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
4. The School implements strategies to facilitate effective transitions for students.				<ul style="list-style-type: none">Transition Plan		

- Desk Monitoring Only: Upload a copy of the school's transition plan.

Component III: Parent and Family Engagement

The Local Education Agency (LEA) may receive funds under this part only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of Title I students.

Sec. 1116(b)(1-4)

Sec. 1116(c)(1-5)

Sec. 1116(d)(1-2)

Sec. 1116(e)(1-5)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>1. Schools receiving Title I funds shall jointly develop with, and distribute to, Title I parents and family members a written parent and family engagement policy. Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. Required components:</p> <ul style="list-style-type: none"> • Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their school’s Title I program and to explain the requirements of Title I and the right of parents to be involved. • Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement • Involve parents, in an organized ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan, if 				<ul style="list-style-type: none"> • School Parent and Family Engagement policy, Parent meeting agenda & sign-in sheets, and method of distribution 		

<p>applicable, except that is a school has a process in place in process for involving parents in the joint planning and design of the school's programs, the school may use the process, if such process included an adequate representation of Title I.</p> <ul style="list-style-type: none"> • Provide Title I parents <ul style="list-style-type: none"> - Timely information about Title I 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 achievement levels of the challenging State academic standards - 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 suggestions as soon as practicably possible. • If the schoolwide plan is not satisfactory to Title I parents, submit any parent comments on the plan when the school makes the plan available to the LEA. (Only applies to Schoolwide schools). • Shall educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school. • Describes how the school will provide assistance to parents in understanding the State's academic content standards and student achievement standards, local academic assessments and how to monitor a child's 						
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<p>progress and work with teachers to improve the achievement of their children.</p> <ul style="list-style-type: none"> • States that a school-parent compact was jointly developed with parents and the compact outlines how parents, the entire school staff and students will share in the responsibility for improved student achievement. • Describes how the school provides 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 parent involvement. • States how the school will, to the extent feasible and appropriate, coordinate, and integrate parent involvement programs and activities with other Federal, State, and local programs including public preschool programs and conduct other activities, that encourage and support parents and family members in more fully participating in the education of their children. • States how the school will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents and family members of participating children in a format and to the extent practicable, in a language the parents and family members can understand. • States how the school, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children). 						
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<ul style="list-style-type: none"> Desk Monitoring Only: Upload School-Level Parent and Family Engagement Policy for each Title I school, parent meeting agenda and sign in sheet, and method of distribution. 					
<p>2. Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their school's Title I program and to explain the requirements of Title I and the right of parents to be involved.</p>				<ul style="list-style-type: none"> Title I meeting agenda & sign-in sheets 	
<ul style="list-style-type: none"> Desk Monitoring Only: Upload agenda for annual Title I meeting and sign-in sheets. 					
<p>3. Each Title I school shall jointly develop with parents of Title I children a school parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact shall</p> <ul style="list-style-type: none"> - describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I children to meet the State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom, and participating as appropriate, in decisions relating to the education of their children and positive use of extracurricular time, and - address the importance of communication between teachers and parents on an ongoing basis through at a minimum: parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual 				<ul style="list-style-type: none"> School-parent compact, Staff-parent meeting agenda, sign-in sheets and method of distribution 	

<p>child's achievement; frequent reports to parents on their children's progress; reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and ensuring two way meaningful communication between family members and school staff, and to the extent practicable, in a language that family members can understand.</p>						
<ul style="list-style-type: none"> • Desk Monitoring Only: Upload School-Parent Compact for each Title I school and agenda and sign in sheet from parent meeting. 						
<p>4. Title I Schools shall provide assistance to parents of Title I children in understanding such topics as the challenging State academic standards, State and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children.</p>				<ul style="list-style-type: none"> • Title I meeting agenda & sign-in sheets • Staff/Parent meeting agendas and sign-in sheets 		
<ul style="list-style-type: none"> • Desk Monitoring Only: Upload Staff/Parent meeting agendas, back-to-school nights or parent training meetings. 						
<p>5. Title I Schools shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy) as appropriate, to foster parent involvement.</p>				<ul style="list-style-type: none"> • Training materials, evaluations, agendas & sign-in sheets, calendar of events • Workshops 		
<ul style="list-style-type: none"> • Desk Monitoring Only: Upload Staff/Parent meeting agendas, back-to-school nights or parent training meetings. 						
<p>6. Title I Schools shall educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff, 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</p>				<ul style="list-style-type: none"> • Staff/Parent meeting agendas and sign-in sheets • SPAC skits and staff agendas and sign in sheets 		

equal partners, implement and coordinate parent programs, and build ties between parents.						
7. Title I Schools shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.				<ul style="list-style-type: none"> • Transition Plan • Parent training materials, evaluations, agendas, calendar of events • Staff/Parent meeting agendas and sign-in sheets 		
<ul style="list-style-type: none"> • Desk Monitoring Only: Upload agenda of staff meeting(s) where discussion of effective means to communicate with parents is discussed, along with sign-in sheets. Include documentation of parent involvement in the process. 						
8. Title I schools shall ensure that information related to school and parent programs, meetings, and other activities is sent to Title I parents in a format and, the extent practicable, in a language the parents can understand.				<ul style="list-style-type: none"> • Translated documents such as fliers, letters, web site postings • Translated Schoolwide Plan 		
<ul style="list-style-type: none"> • Desk Monitoring Only: Upload a sample translated document. 						

Component IV: Schoolwide Programs

An eligible school operating a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act)

Sec. 1114

If the LEA does not operate a Schoolwide Program in any Title I schools, this section can be skipped.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>1. Have a completed/revised Schoolwide Plan. Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency; and includes a description of—the strategies that the school will be implementing to address school needs, including a description of how such strategies will—provide opportunities for all children, including each of the subgroups of students (as defined in section1111(c)(2)) to meet the challenging State academic standards; use methods and instructional strategies that strengthen the academic program in the school ,increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and address the needs of all children in the school, but particularly the needs</p>				<ul style="list-style-type: none"> • Copy of the School Level/Improvement Plan. Must provide agendas and sign-in sheets, demonstrating plan was updated within a year of the monitoring visit. 		

of those at risk of not meeting the challenging State academic standards.						
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- Desk Monitoring Only: Upload a copy of the School Level/Improvement Plan and sign-in sheets and agendas demonstrating plan was updated within a year of the monitoring visit.

Component V: Targeted Assistance

In all schools selected to receive funds under section 1113(c) that are ineligible for a schoolwide program under section 1114, have not received a waiver under section 1114(a)(1)(B) to operate such a schoolwide program, or choose not to operate such a schoolwide program, a local educational agency serving such school may use funds received under this part only for programs that provide services to eligible children under subsection (c) identified as having the greatest need for special assistance.

Sec. 1009 of ESSA 1115

If the LEA operates only Schoolwide Programs in Title I schools, this section can be skipped

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The Title I school determines which students will be served, and serves participating students identified as eligible.				<ul style="list-style-type: none"> Selection criteria and student roster with test scores that includes rank order listing. 		
<ul style="list-style-type: none"> Desk Monitoring Only: Upload selection criteria and student roster with test scores that includes rank order listing. 						
2. The Title I school uses resources under this part to help eligible children meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education.				<ul style="list-style-type: none"> List of programs, activities, and academic courses provided to eligible children 		
3. The Title I school uses methods and instructional strategies to strengthen the academic program of				<ul style="list-style-type: none"> List of instructional strategies including activities 		

<input type="checkbox"/> If the LEA operates only Schoolwide Programs in Title I schools, this section can be skipped						
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
the school through activities, which may include—expanded learning time, before- and after-school, and summer programs and opportunities; and a schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).				that strengthen the academic program provided to eligible children		
<ul style="list-style-type: none"> Desk Monitoring Only: Upload a list of instructional strategies including activities that strengthen the academic program provided to eligible children 						
4. The Title I school coordinates with and supports the regular education program, which may include services to assist preschool children in the transition from early childhood education programs such as Head Start, the literacy program under subpart 2 of part B of title II, or State-run preschool programs to elementary school programs.				<ul style="list-style-type: none"> Documentation of regular team meetings, agenda, sign-in sheets, and minutes 		
<ul style="list-style-type: none"> Desk Monitoring Only: Upload documentation of regular team meetings, agenda, sign-in sheets, and minutes 						
5. The Title I school provides professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program.				<ul style="list-style-type: none"> List of professional development activities, agendas, and sign in sheets 		

If the LEA operates only Schoolwide Programs in Title I schools, this section can be skipped

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<ul style="list-style-type: none">• Desk Monitoring Only: Upload a list of professional development activities, agendas, and sign in sheets						

Component VI: Fiscal Requirements

1. Time Documentation UGG Sec. 200.430	1. The LEA and Title I school maintain semi-annual certifications for all employees funded 100% from a single cost objective				<ul style="list-style-type: none"> Semi-annual time certifications 		
	2. The LEA and Title I school maintain time documentation/logs for prorated staff including the amount of time spent on each funding source activity; logs are signed by a supervisor and reconciled to payroll documentation on a monthly basis; or fixed schedule approval has been obtained from DFP				<ul style="list-style-type: none"> Time logs Staff schedules Documentation of Fixed schedule semi-annual time documentation DFP approval 		
<ul style="list-style-type: none"> Upload staff semi-annual certification and/or time logs 							
2. Building Level Budget	1. The LEA and Title I School maintain a building level budget documenting Title I expenditures				<ul style="list-style-type: none"> School's Title I building level budget including specific salary and benefits for personnel and supply orders for actual and anticipated expenditures, must be used for this analysis 		
<ul style="list-style-type: none"> Desk Monitoring Only: Upload school's Title I building level budget including specific salary and benefits for personnel and supply orders for actual and anticipated expenditures. 							