

Title I-A and Title II-A **Compliance Guide**

As of 8/03/18

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Changes from previous versions

- 1) General updates for 2017-18 school year:
 - a) ESSA updates
 - b) Various titles updated to improve clarity
 - c) All evidence sections have been updated to identify content in documentation that is necessary to demonstrate compliance
 - d) Simplification of language throughout
 - e) Additional clarification of requirements and activities throughout
 - f) Reorganization, reordering and renumbering of selected items in areas A, C and F.

- 2) Specific changes made prior to 2018-2019 school year:
 - B2 - Added guidance about notifying parents of services
 - F5.a - Added information that the school-parent compact must not be used to notify parents of services
 - H2 - Edits in Guidance/Clarification and Evidence regarding the voluntary paraprofessional credential
 - I2 - Edits in Guidance/Clarification to reflect federal and state changes in dollar thresholds for different procurement methods

Compliance Guide

Purpose and Use

The primary purpose of the Compliance Guide (or Implementation Guide) is to provide school districts (including charter schools) and schools receiving Title I, Part A funds with the information needed to implement required Title I, Part A and Title II activities and achieve the intended results. Implementation and documentation of those activities are required at all times, not only when monitored.

This document compiles and attempts to clarify information from currently applicable Federal and State statutes, regulations and official guidance. Unless otherwise noted, the requirements are based on Public Law 114-328, the most recent version of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA).

Districts and schools may use the Compliance Guide for training, planning, reference, self-assessment and preparation for monitoring. It can be used as a framework for organizing and documenting required activities. The format and content are based on specific goals to

- know what is required and understand what flexibility is available to meet each requirement and its intent in ways that best fit local circumstances;
- ensure that adequate documentation is created during the completion of each activity and then maintained for reference;
- promote a cyclical process of continuous program improvement;
- identify, during self-assessment or a federally-mandated compliance review, areas in need of corrective action and improvement and provide the technical assistance necessary to achieve compliance and improve achievement particularly for the most at-risk students

Technical Assistance

Implementation workshops including small group, interactive sessions for districts regardless of review status are scheduled periodically throughout the State. Small group sessions are by invitation only in order to group districts with similar characteristics and optimize information sharing and problem-solving. Districts may also request technical assistance by contacting the Title Monitors.

Basic Information about Title I, Part A and Title II

Title I, Part A and Title II are funding awards authorized in the Elementary and Secondary Education Act (ESEA). Initially approved in 1965, the statute was most recently amended and reauthorized in December 2015 by the Every Student Succeeds Act (ESSA). In addition to requirements for districts and schools receiving Title funds, ESEA mandates activities and accountability that apply to the state education agency and all public school districts throughout the state.

Funds for Title I, Part A and Title II are allocated to every school district and charter school which must decide whether to accept the funds and submit an application through Minnesota's SERVS financial system proposing how funds will be used in compliance with requirements.

The purpose of Title I, Part A is to provide a "fair, equitable and high quality education" to all children and "close educational achievement gaps." Each district's funding allocation is generally based on the number of children in poverty. In Minnesota, this is measured by eligibility for free and reduced priced lunch (FRP). The district, in turn, must allocate funds to schools with over 75 percent FRP and those with the highest percentage of FRP students throughout the district or within a grade span. School allocations are based on the number of FRP students times a per-pupil funding unit (PPFU) or amount which varies by district and, in rare cases, by school. Services, however, are intended for students most in need of academic support regardless of the student's economic status.

Title II's purposes are to increase the number of teachers, principals and other school leaders who are effective in improving overall student academic achievement and provide at-risk students greater access to effective educators. Funds can be used for recruitment, retention and professional development of educators as well as class size reduction which benefits all students within a grade.

A school receiving Title I, Part A funds may operate a targeted assistance model or, if eligible and approved, a schoolwide program model. A targeted assistance Title I school provides educational services only to students identified as most in need of assistance in meeting academic standards. A schoolwide program allows a school usually with a high percentage of students from low-income families to implement a comprehensive school improvement strategy which benefits all students but particularly those who are not meeting academic standards. A district may also choose to use a portion of its Title I allocation for preschool services.

In addition, a district with a nonpublic school within its boundaries must offer the nonpublic school the opportunity for eligible students to receive Title I, Part A services and for staff to receive supplemental professional development with Title II funds administered by the district on an equitable basis.

Cyclical Process for Continuous Improvement

Districts and schools are required to periodically review and, as needed, revise plans for the use of Title I and Title II funds. The U.S. Department of Education’s 2016 guidance *Using Evidence to Strengthen Education Investments* provides a cyclical framework as one option for this process:

1. Identify Local Needs

The school and/or district must engage a variety of stakeholders (families, students, educators, community partners, etc.) and examine relevant data to understand the most pressing needs of students, schools, and/or educators and the potential root causes of those needs.

2. Select Approach

Stakeholders must then identify approaches that align with local needs and root causes. To improve outcomes, ESEA as amended by ESSA emphasizes and, in some cases, requires the use of activities, strategies, and interventions with **strong evidence, moderate evidence or promising evidence of effectiveness**. Local capacity to implement the approach should also be considered. More information is available from the USDE guidance as well as the *What Works Clearinghouse* and *Evidence for ESSA* websites.

3. Plan

A thorough implementation plan with input from stakeholders facilitates successful implementation. The plan should include well-defined, measurable goals; clearly defined roles and responsibilities for people involved; timelines for successful execution; identified resources required for implementation; and strategies to monitor performance including plans for data collection, analysis and evaluation.

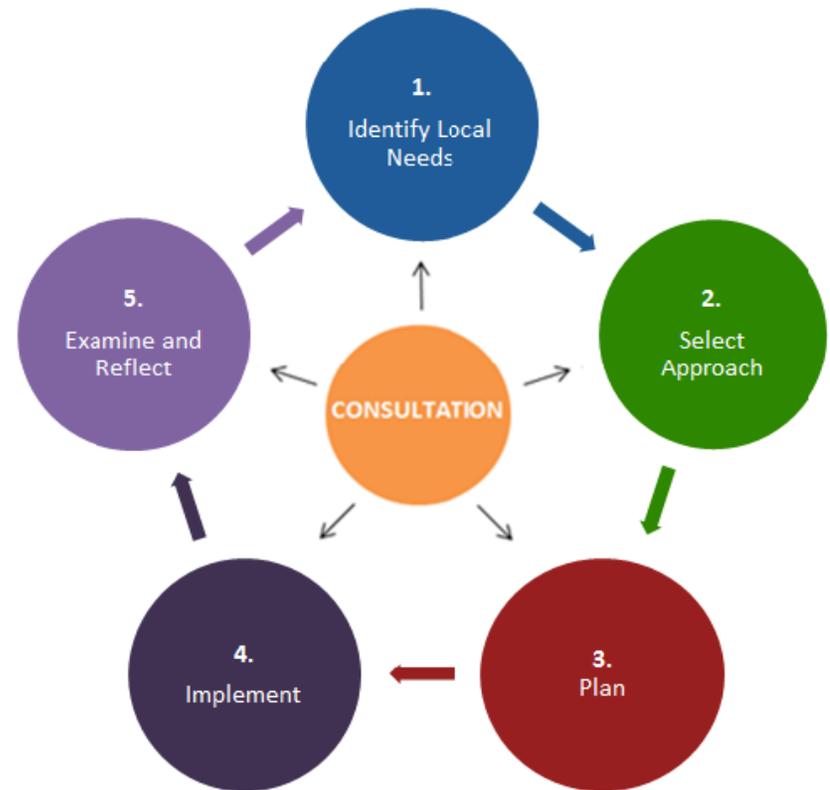
4. Implement

Schools and districts should have an ongoing mechanism to examine how implementation is proceeding and to identify and address issues as they arise.

5. Examine and Reflect

Districts and schools are required to use data and ongoing consultation to continually improve Title funded activities. Performance monitoring involves regularly collecting and analyzing data to identify whether key elements are being implemented as planned, whether interim goals and milestones are being met and suggest adaptations for improvement. Evaluations of effectiveness determine the impact of the intervention on intended outcomes.

The cyclical process should be used to address multiple program areas but particularly requirements in Compliance Areas A, C, E and F.



Format for Compliance Items

The Compliance Guide is divided into major compliance areas. Each area is subdivided into specific compliance items which include the following four sections:

- **Requirement:** Summarizes the legal requirement for the LEA (the local education agency or school district including charter schools) and/or a school or preschool receiving Title funds. Included for reference are the specific legal citation(s) which are from sections of [Public Law 114–328 \(ESSA\)](#) unless otherwise indicated.
- **Guidance / Clarification:** Provides additional details and explanation related to the requirement.
- **Required Activity:** Identifies one or more activities that must be completed to comply with the requirement. Activities are stated in the form of a question to facilitate self-assessment, problem-solving and monitoring.
- **Evidence Demonstrating Compliance:**
 - **Required Documentation:** Identifies the specific document(s) or documentation type when required by statute or regulation such as a family engagement policy.
 - **Required content:** Specifies the information that must be recorded in documents to demonstrate compliance.
 - **Documentation Method(s):** Identifies one or more methods that could be and are often used to record required content such as meeting minutes or surveys. Other forms of documentation are acceptable if the required content is clearly included.
 - **Additional Documentation Method(s):** One or more methods that may be used to record required content in addition to the required documentation.

General Guidelines for Documentation:

Documentation of activities is usually not restricted to any one format. It can be a paper or electronic record of completed work such as meeting notes, survey examples and results, assessment results, reports, agreements, schedules, attendance records, work activity reports, supervisor approval of expenditures, etc. Documentation should be maintained in an organized manner so it can be easily referenced when needed.

Generally, documentation should

- identify the date of the activity (i.e. the event) or action (i.e. the advance notice);
- identify the district or school, preferably using letterhead;
- identify the purpose of the activity and/or agenda topics, the main input and/or action, and the results such as decision(s) made;
- identify the names of participants in the activity and their role and/or group represented

Scope of documentation: Multiple activities may be recorded in the same documentation. Separate meetings for each activity are not required as long as the required content is recorded. Information submitted in SERVS Title application(s) should be supported by documentation kept at the district office and Title I school(s).

Compliance Item Example

X Compliance Area Name

X1 Requirement ID and Name (Limited)

(Limited) indicates item is selected for a desk review or limited site review

	Requirement	Guidance / Clarification	C	NC	NA
	<p>The legal requirement is summarized in one statement.</p> <p>The citations as the legal basis for the requirement are identified by the reference number of the most pertinent provision(s) in statute and/or regulations. All citations are from sections of Public Law 114-328 unless otherwise indicated.</p>	<p>This section contains additional information to help interpret the requirement.</p>			
	Required Activity	Evidence Demonstrating Compliance	YES	NO	NA
X1.a <i>(L)</i> <i>activity is selected for limited site review or desk review</i>	<p>A question indicating an activity that must be completed to comply with the requirement.</p> <p>Requirements will usually have more than one activity.</p>	<p>Required Documentation: specific document(s) or documentation type that’s required such as a family engagement policy or work activity report</p> <p>Required content: information that must be included in documentation to demonstrate compliance</p> <p>Documentation Method(s): one or more possible methods to record required content such as meeting minutes or surveys</p> <p>Additional Documentation Method(s): one or more methods in addition to required documentation that may be used to record required content</p>			

Monitoring

Federal Mandate

Federal regulations require State monitoring of school districts accepting federal funds. MDE monitors work in partnership with districts and schools to provide technical assistance that ensures compliance with program requirements and helps districts and schools reach their performance goals.

Selection Process for Monitoring

MDE's Division of Student Support uses a risk-based process to select districts for monitoring. Districts are assigned to groups by district type and/or geographic location (all charter schools, metro districts, districts in the north, central and south parts of the state). The number of compliance reviews within each group is proportionate to the group's share of all districts accepting Title I-A and Title II funds and its share of those funds. Data available for all districts is used to calculate risk points. Districts with the highest total of risk points within each group are selected for monitoring. The selected districts are assigned one of the following types of reviews:

- **Full Site Review:** examines all applicable compliance areas, requirements and required activities and includes meetings with staff and parents in selected schools. This review type applies to districts with the highest number of risk points among districts selected for monitoring.
- **Limited Review:** examines from each applicable compliance area a reduced number of requirements and required activities which are of greatest concern and consequence or are indicators for the entire compliance area. Items included in a limited review will be identified with **(Limited)** after the Requirement name and **(L)** under the Required Activity code. There are two types of limited reviews:
 - **Limited Site Review:** is conducted on-site but does not include meetings with staff and parents of selected schools. The review, however, will include a conversation with a nonpublic official of a participating nonpublic school. This review type applies to districts with a lower total of risk points among districts selected for monitoring or a district which promptly completed corrective action following a prior review.
 - **Desk Review:** is conducted with documents submitted to MDE and usually applies when a selected district receives combined Title I, Part A and Title II funding of less than \$50,000 with no participating nonpublic schools.

MDE may further consider risk factors in deciding the appropriate type of review for a selected district. MDE anticipates that half of the reviews in each group will be full site reviews and half will be limited reviews.

If the initial examination of evidence indicates significant deficiencies, MDE may expand the scope or type of a review or conduct a follow-up review within a year of the initial review.

Evidence Demonstrating Compliance

A compliance determination will be based on the documentation and other evidence made available by the district or Title I school at the time of the review. Explanations may be helpful but only paper or electronic documentation of the completed activity are sufficient proof to demonstrate compliance. In general, documentation should record the date of the activity; the participants; the purpose and decisions made, and identify the district or school preferably on letterhead. Incomplete documentation may result in a determination of non-compliance.

Monitoring focuses on program activities within the most recent twelve months. Some fiscal items require documentation from the most recently completed and audited fiscal year. Documentation of activities prior to these time periods will not be considered in determining compliance.

To make the monitoring process more efficient and better assure that available evidence is considered, the documentation gathered for review should be organized by the alphanumeric code listed in each compliance area of the Compliance Guide.

School Selection

When the district has more than one participating school in a Title I school type (targeted assistance, schoolwide, preschool, and nonpublic), the monitor will select the number of schools to be reviewed in each type based on the following chart:

Total Number of Participating Schools in a School Type	Number of School Selected
1 or 2	1
3 to 7	2
8 to 15	3
16 or more	4

(For the purposes of monitoring, if a charter district/school has more than one building, each building will be considered as a separate school.)

The total number of schools selected for a review is the sum of the number selected for each school type. The selection of the specific school(s) for review is based on factors such as the allocation amount, percentage of students eligible for free or reduced price lunch, school improvement status, and the grade spans and other characteristics differentiating participating schools in order to create a sample of schools which is representative of the range of services using Title I funds.

School level documentation is examined only for **selected** schools in compliance areas B, C, D, E and F.

School level documentation is examined for **all** participating schools in compliance areas G, H and I:

Review Steps

Full Site Review

1. An MDE monitor will notify by email the school district's Program Contact Representative and Authorized Representative listed in SERVS at least eight (8) weeks prior to the preferred review date to provide general information and begin arrangements for the review process.
2. Prior to the review, the district should use the Compliance Guide as a reference when compiling, organizing and labeling documentation. A full site review will cover all compliance items and required activities which are applicable to the school district and the type(s) of school(s) receiving Title I funds. School level documentation is only required for the school(s) selected for the review.
3. When on site, the MDE monitor(s) will meet with administrators, teachers, paraprofessionals and parents as well as examine documentation to determine compliance with requirements. If a high school has been selected, a meeting with students may also be included.
4. An exit conference will provide preliminary results and identify any items where additional documentation may still be considered prior to a final compliance determination.

Limited Site Review or Desk Review (*LIMITED*)

1. An MDE monitor will notify by email the school district's Program Contact Representative and Authorized Representative listed in SERVS at least five (5) weeks prior to the preferred review date to provide general information and begin arrangements for the review process.
2. Prior to the review, the district should use the Compliance Guide as a reference when compiling, organizing and labeling documentation for all applicable compliance items and the required activities identified with (**L**). School level documentation is only required for the school(s) selected for the review.
3. The MDE monitor will examine documentation to determine compliance with requirements.
 - a. For a limited site review, the MDE monitor will also meet with district administrators and, if applicable, a representative of a nonpublic school participating in Title services.
 - b. For a limited desk review, all documentation must be submitted to MDE by the due date established by the Monitor and LEA during the initial telephone call.
4. An exit conference will provide preliminary results and identify any items where additional documentation may still be considered prior to a final compliance determination.

Advance Request

The school district will be asked to send some information to the monitor prior to the review to be used, in part, to select data samples for various compliance items.

- List of all current fiscal year and the prior fiscal year general ledger entries for non-personnel expenses charged to finance codes 401 (Title I) and/or 414 (Title II).
- List of all current fiscal year and the prior fiscal year general ledger entries by staff member for personnel expenses charged to finance codes 401 (Title I) and/or 414 (Title II).
- List of district staff as indicated below including, as applicable, the file folder number, classroom role, teaching assignment by subject and grade span, and school.
 - All teachers, paraprofessionals and long-term substitutes in a schoolwide Title I program
 - All teachers, paraprofessionals and long-term substitutes in a targeted assistance Title I program providing additional services to students identified for Title I
 - All teachers paid all or in part with Title II funds
- The current and, if applicable, prior year Schoolwide school improvement plan for each schoolwide Title I school selected for the review.

Final Results

MDE will send a written final report to the school district within eight (8) weeks after completing the review.

Corrective Action

If the final report includes any findings of non-compliance, the school district must implement timely corrective action to achieve compliance with requirements. Documentation demonstrating corrective action and compliance should be submitted to MDE as completed but no later than one calendar year from the date of the report.

For items which are not or cannot be quickly corrected, the district is required to submit to MDE a corrective action plan (CAP). The CAP must identify the action steps and timeline for correcting each non-compliance and the resulting documentation that will be submitted to MDE.

Actions implemented to achieve compliance should continue as a regular part of the district's Title I-A and Title II services in subsequent years.

Title I-A and Title II-A Compliance Guide

Compliance Areas

A LEA Program Development

A1 Review and Revision of Title I, Part A Plan

	Requirement	Guidance / Clarification	C	NC	NA
	<p>The LEA periodically reviews and, as needed, revises its Title I, Part A plan to close the achievement gap between children meeting State academic standards and those who are not.</p> <p>ESSA §1112(a); 1112(c)(4)</p>	<p>1. The district’s Title I, Part A funding application in SERVS should reflect the Title I-A plan of activities which must include but are not limited to</p> <ul style="list-style-type: none"> a. identifying students at risk of failure b. providing additional assistance c. implementing strategies to improve student learning d. implementing effective parent and family engagement <p>2. Coordination to eliminate duplication, reduce fragmentation and increase program effectiveness includes but is not limited to services for</p> <ul style="list-style-type: none"> a. children with disabilities b. English learners c. Native American students d. migrant students e. homeless students <p>3. For improved outcomes, districts are encouraged to use the cyclical process of continuous improvement explained in the introduction.</p>			
	Required Activity	Evidence Demonstrating Compliance	YES	NO	NA
A1.a	<p>How did the district consult with stakeholders, examine data and coordinate with other services to plan and improve Title I Part A activities?</p> <p><i>[See also item F4: Involving Parents in Program Improvement.]</i></p>	<p>Required Content:</p> <ul style="list-style-type: none"> <input type="checkbox"/> date(s) of activities <input type="checkbox"/> names of participants and group, program or service each represented <input type="checkbox"/> participation from various stakeholder groups <input type="checkbox"/> communication and coordination with other programs/services <input type="checkbox"/> measures and data used <input type="checkbox"/> topics discussed, analysis conclusions, input provided, decisions made <p>Documentation Method(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> meeting minutes / notes <input type="checkbox"/> meeting sign-in sheets <input type="checkbox"/> existing reports such as School Improvement Plan, Literacy Plan, Schoolwide plan, Record of Continuous Improvement, ADSIS evaluation <input type="checkbox"/> survey results <input type="checkbox"/> other documentation containing required content 			

A LEA Program Development

A2 Review and Revision of Title II Plan

	Requirement	Guidance / Clarification	C	NC	NA
	<p>The LEA continually updates and improves its Title II plan to improve student access to effective educators and address the learning needs of all students.</p> <p>ESSA §2102(b)(2)-(3); §2103(b)</p>	<ol style="list-style-type: none"> 1. The district’s Title II funding application in SERVS should reflect The Title II plan of activities which may include but are not limited to <ol style="list-style-type: none"> a. recruiting and retaining effective licensed teachers, principals, etc. b. providing high quality, personalized professional development focused on improving teacher and student learning c. reducing class size to improve student achievement 2. The decision to use Title II funds for class size reduction must be justified each year with supporting documentation. 3. For improved outcomes, use the cyclical process of continuous improvement explained in the introduction. 			
	Required Activity	Evidence Demonstrating Compliance	YES	NO	NA
A2.a	<p>How did the district use data, consult stakeholders and coordinate with other professional development activities to plan and improve Title II activities?</p> <p><i>[See also item F4: Involving Parents in Program Improvement.]</i></p>	<p>Required Content:</p> <ul style="list-style-type: none"> <input type="checkbox"/> date(s) of activities <input type="checkbox"/> names of participants and group, program or service each represented <input type="checkbox"/> participation from various stakeholder groups <input type="checkbox"/> communication and coordination with other programs/services <input type="checkbox"/> measures and data used <input type="checkbox"/> topics discussed, analysis conclusions, input provided, decisions made <p>Documentation Method(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> meeting minutes / notes <input type="checkbox"/> meeting sign-in sheets <input type="checkbox"/> survey results <input type="checkbox"/> existing reports such as the QComp Annual Evaluation, Literacy Plan, Schoolwide/School Improvement Plan, etc. as applicable to professional development and/or class size reduction <input type="checkbox"/> other documentation containing required content 			
A2.b	<p>How did the district support professional growth and improvement (not necessarily with Title funds)?</p>	<p>Required Content:</p> <ul style="list-style-type: none"> <input type="checkbox"/> date(s) of activities <input type="checkbox"/> names of participants and position or group each represented <input type="checkbox"/> focus of professional development <p>Documentation Method(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> calendar/schedule of professional development activities <input type="checkbox"/> agendas and minutes/notes from PD activities (trainings, PLCs, etc.) <input type="checkbox"/> observation notes and feedback from mentoring 			

A LEA Program Development

A3 Coordination and Transition to Kindergarten

	Requirement	Guidance / Clarification	C	NC	NA
	<p>The LEA coordinates with the local Head Start program(s) and, as feasible, other early childhood education programs serving children who will attend LEA elementary schools.</p> <p>ESSA §1112(b)(8) and §1119</p>	<p>1. This requirement applies to all Title-funded schools that include kindergartens regardless of the use of Title funds for preschool.</p> <p>2. Written agreements are required with local Head Start agencies and recommended with other district and non-district early childhood programs which serve children who are likely to transition to district elementary schools.</p>			
	Required Activity	Evidence Demonstrating Compliance	YES	NO	NA
<p>A3.a</p>	<p>What written agreement(s) has the district established with Head Start and other early childhood programs to carry out coordination and transition activities?</p>	<p>Required Document:</p> <ul style="list-style-type: none"> <input type="checkbox"/> signed agreement with the local Head Start program(s) <p>Required Content</p> <ul style="list-style-type: none"> <input type="checkbox"/> names of participants and program or agency represented by each <input type="checkbox"/> description and schedule of coordination and transition activities 			
<p>A3.b</p>	<p>What activities has the district implemented with Head Start and other early childhood programs to coordinate services and facilitate the transition of children likely to attend district schools?</p>	<p>Required Content:</p> <ul style="list-style-type: none"> <input type="checkbox"/> date and location of each activity <input type="checkbox"/> names of participating staff and program/ agency represented by each <input type="checkbox"/> information related to one or more of the following activities: <ul style="list-style-type: none"> <input type="checkbox"/> developing and implementing a system to transfer records <input type="checkbox"/> establishing channels of communication between teachers, social workers, and health staff from both programs <input type="checkbox"/> aligning educational services provided by the district and EC program <input type="checkbox"/> organizing and participating in joint transition-related training <input type="checkbox"/> conducting meetings involving parents, kindergarten or elementary teachers, early childhood teachers to discuss the needs of children <input type="checkbox"/> other activities coordinated with Head Start and/or the early childhood education program(s) <p>Documentation Method(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> activity notices, agendas <input type="checkbox"/> meeting minutes / notes <input type="checkbox"/> meeting sign-in sheets <input type="checkbox"/> other documentation containing required content 			

B Targeted Assistance Program (TAP)

B1 TAP – Selection of Students

	Requirement	Guidance / Clarification	C	NC	NA
	The school uses appropriate criteria to identify students who need additional assistance in order to meet State academic standards. ESSA §1115(c)	<ol style="list-style-type: none"> All students regardless of family income or participation in another program are eligible for Title I-funded services on the same basis. Title I, however, may not provide a service that is the legal obligation of another program. Title I funds should not be used to assess K-12 students for services. Teacher judgment may be considered in addition to assessment results and other objective sources. 			
	Required Activity	Evidence Demonstrating Compliance	YES	NO	NA
B1.a	What established process including objective criteria has the school used to select students who need additional academic help?	<p>Required Content in Documentation:</p> <ol style="list-style-type: none"> Selection criteria <ul style="list-style-type: none"> <input type="checkbox"/> in grade 3 or above, selection criteria includes but is not limited to data from at least two educationally related, objective sources <input type="checkbox"/> in preschool through grade 2, selection criteria includes but is not limited to data from at least one educationally related, objective source List of all students <ul style="list-style-type: none"> <input type="checkbox"/> Each student in grade or classroom identified by name or other designation <input type="checkbox"/> Results of assessments and other selection criteria <input type="checkbox"/> Indication of which students have been selected for services 			
B1.b	<p>What is the process to ensure that</p> <ol style="list-style-type: none"> all students are eligible for academic help on an equitable basis Title I funds are not used to provide services otherwise required by law such as special education and English language instruction? <p><i>[Title I can be used, however, to coordinate or supplement such services. See item B3.b.]</i></p>	<p>Required Content:</p> <ul style="list-style-type: none"> <input type="checkbox"/> classroom enrollment data to confirm that all students are included in eligibility and selection process <input type="checkbox"/> written explanation if eligible student meets selection criteria but is excluded from Title I-funded services <p>Documentation Method(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> meeting minutes / notes <input type="checkbox"/> meeting sign-in sheets <input type="checkbox"/> student list or spreadsheet by class with detail required in B1.a <input type="checkbox"/> other documentation containing required content 			

B Targeted Assistance Program (TAP)

B2 TAP – Additional Instruction

	Requirement	Guidance / Clarification	C	NC	NA
	<p>A school operating a targeted assistance Title I program provides additional instruction to identified students.</p> <p>ESSA §1115(b)(2) and (e)(1)</p>	<p>1. Requested schedules will be reconciled to determine appropriate additional instruction that benefits identified students.</p> <p>2. Parent permission is not required and may unnecessarily delay services. Notification is recommended with option for parents to refuse services. Do not use the school-parent compact (<i>see F5.a</i>) to notify parents.</p>			
	Required Activity	Evidence Demonstrating Compliance	YES	NO	NA
<p>B2.a</p>	<p>How has the school provided additional instruction that</p> <ol style="list-style-type: none"> 1. fully benefits identified students; 2. minimizes removing students from the regular classroom; and 3. uses effective instructional strategies? <p><i>[See also item 14: Allowable costs.]</i></p>	<p>Required Documents:</p> <ul style="list-style-type: none"> <input type="checkbox"/> schedules of classroom teachers, interventionists and participating students <p>Required Content:</p> <ul style="list-style-type: none"> <input type="checkbox"/> names of educator and students participating in additional instruction <input type="checkbox"/> grade level, classroom and, as needed, school are identified <input type="checkbox"/> type of activity identified for each time block <input type="checkbox"/> type of instructional strategies implemented <p>Additional Documentation Method(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> activity plans or student tracking records <input type="checkbox"/> meeting minutes / notes indicating selected strategies <input type="checkbox"/> other documentation containing required content 			
<p>B2.b</p>	<p>How has the school monitored the progress of each student and revised instruction as needed?</p> <p><i>[See also item B3.b.]</i></p>	<p>Required Documents:</p> <ul style="list-style-type: none"> <input type="checkbox"/> examples of student progress monitoring <p>Required Content:</p> <ul style="list-style-type: none"> <input type="checkbox"/> date of activity <input type="checkbox"/> name and role of staff and student for each activity <input type="checkbox"/> monitoring criteria or assessment used and student results <input type="checkbox"/> documentation of resulting decisions including continuation or change of intervention/strategies, decision to exit a student from Title I assistance, and revision of the program design <p>Additional Documentation Method(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> meeting minutes / notes documenting discussion and decisions <input type="checkbox"/> other documentation containing required content 			

B Targeted Assistance Program (TAP)

B3 TAP – Coordination of Services

	Requirement	Guidance / Clarification	C	NC	NA
	<p>A school operating a targeted assistance Title I program coordinates additional assistance for identified students with the regular education program and other services.</p> <p>ESSA §1115(b)(2)(C)</p>	<p>Services must be coordinated with the regular classroom but Title I funds must be used to provide a benefit to identified students.</p>			
	Required Activity	Evidence Demonstrating Compliance	YES	NO	NA
B3.a	<p>How has the classroom teacher and the educator providing additional instruction regularly exchanged information and coordinated instruction?</p>	<p>Required Content:</p> <ul style="list-style-type: none"> <input type="checkbox"/> dates of activities/communication <input type="checkbox"/> names of participants and role/position for each <input type="checkbox"/> verification of communication between classroom teacher(s) and interventionist(s) determining appropriate strategies for additional instruction <p>Documentation Method(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> email <input type="checkbox"/> meeting minutes / notes <input type="checkbox"/> other documentation containing required content 			
B3.b	<p>How does the school coordinate and integrate services for a student who needs and is eligible for multiple programs?</p> <p><i>[See items B1.b and B2.b which may prompt referrals for coordination of services.]</i></p>	<p>Required Content:</p> <ul style="list-style-type: none"> <input type="checkbox"/> date(s) of activities/communication <input type="checkbox"/> names of participants and position and/or service each represented <input type="checkbox"/> students discussed and decisions made to coordinate and integrate activities of different programs and services including Title I, Part A <p>Documentation Method(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> meeting minutes / notes <input type="checkbox"/> meeting sign-in sheets <input type="checkbox"/> other documentation containing required content 			

C Schoolwide Program (SWP)

C1 SWP – Comprehensive Plan for School Improvement

	Requirement	Guidance / Clarification	C	NC	NA
	<p>A school operating a Schoolwide Program develops a comprehensive written plan to address student needs and improve teaching and learning throughout the school.</p> <p>ESSA §1114(b)</p>	<ol style="list-style-type: none"> 1. All students and staff are included in a Schoolwide Title I program. 2. Specific requirements for the plan are listed in the <i>LEA Confirmation of Schoolwide Program</i> form found on the MDE Title I web page. See the cyclical process of continuous improvement explained in the introduction. 3. School improvement strategies should be “evidence-based.” Reviews and recommendations are available on the Evidence for ESSA and What Works Clearinghouse websites. 4. A Schoolwide program is encouraged to coordinate multiple resources and identify all school improvement strategies including but not limited to proposed Title I expenses. Title I costs are allowable only if specified in an approved plan [<i>See item I4.a</i>] 			
	Required Activity	Evidence Demonstrating Compliance	YES	NO	NA
C1.a	<p>Does the schoolwide plan clearly describe current school improvement strategies and how these strategies are being implemented and evaluated?</p> <p><i>[See also C3: Annual Evaluation and I4.a: Allowable Costs.]</i></p>	<p>Required Document:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Schoolwide plan for current school year <p>Required content:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Date when plan was most recently updated <input type="checkbox"/> Summary of most recent evaluation process and conclusions <input type="checkbox"/> School improvement strategies including at least those paid with Title I funds <input type="checkbox"/> Description of how strategies strengthen the academic program and address the identified learning needs of all students particularly the lowest-achieving <input type="checkbox"/> Action steps for implementing current strategies including person(s) responsible and timeframe for each action <input type="checkbox"/> Method for evaluating implementation and results 			
C1.b	<p>How did the school use evaluation results, consult with stakeholders and coordinate with other programs to review and improve the Schoolwide plan?</p> <p><i>[See also C3: Annual Evaluation and F4: Involving Parents in Program Improvement.]</i></p>	<p>Required Content:</p> <ul style="list-style-type: none"> <input type="checkbox"/> date(s) when plan of strategies was recently reviewed and updated <input type="checkbox"/> names of participants and group, program or service each represented <input type="checkbox"/> participation from various stakeholder groups <input type="checkbox"/> communication and coordination with other programs/services <input type="checkbox"/> changes considered and decisions made <p>Documentation Method(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> meeting minutes / notes <input type="checkbox"/> meeting sign-in sheets <input type="checkbox"/> survey results <input type="checkbox"/> other documentation containing required content 			

C Schoolwide Program (SWP)

C2 SWP – Implementation of Plan

	Requirement	Guidance / Clarification	C	NC	NA
	A school operating a Schoolwide Program implements the school improvement strategies identified in its written plan. ESSA §1114(b)	1. Costs are allowable only if necessary and reasonable and implemented strategies are identified in the written Schoolwide plan. <i>[See item I4.a]</i> 2. A copy of the Schoolwide Plan should be made available to those responsible for implementing the school improvement strategies.			
	Required Activity	Evidence Demonstrating Compliance	YES	NO	NA
C2.a	How has the school implemented the improvement strategies identified in its approved Schoolwide Plan? <i>[See also I4.a: Allowable Costs.]</i>	Required Content: <input type="checkbox"/> record of action steps in progress and/or completed to implement school improvement strategies identified in Schoolwide plan Documentation Method(s): <input type="checkbox"/> dated record of activities <input type="checkbox"/> minutes or notes including decisions made <input type="checkbox"/> sign-in sheets with participants names and groups represented <input type="checkbox"/> other documentation containing required content			
C2.b	How has the school, in addition to schoolwide strategies, provided additional assistance to students who are most at risk of not meeting academic standards?	Required Content: <input type="checkbox"/> process used to identify students needing extra help <input type="checkbox"/> type(s) of assistance provided, when and by whom Documentation Method(s): <input type="checkbox"/> dated minutes/notes including decisions made about students needing additional assistance <input type="checkbox"/> sign-in sheets with participants names and groups represented <input type="checkbox"/> record of instruction <input type="checkbox"/> other documentation containing required content			

C Schoolwide Program (SWP)

C3 SWP – Annual Evaluation

	Requirement	Guidance / Clarification	C	NC	NA
	A school operating a Schoolwide program annually evaluates its school improvement plan. ESSA §1114(b)(3); 34 CFR 200.26(c)	<ol style="list-style-type: none"> All required content for both required activities might be available in the same document(s). See the cyclical process of continuous improvement explained in the introduction. 			
	Required Activity	Evidence Demonstrating Compliance	YES	NO	NA
C3.a	<p>What measures has the school used to evaluate the implementation and effectiveness of its school improvement strategies?</p> <p><i>[Related to <u>C1</u>: Comprehensive Plan for School Improvement]</i></p>	<p>Required Content:</p> <ul style="list-style-type: none"> <input type="checkbox"/> date(s) of the most recent evaluation <input type="checkbox"/> names of participants and the role, group, etc. each represents <input type="checkbox"/> participation from various stakeholders group and programs/services <input type="checkbox"/> methods / sources used to evaluate whether schoolwide strategies were implemented as designed or adapted <input type="checkbox"/> benchmarks for evaluating results particularly for the low-achieving <input type="checkbox"/> conclusions and recommendations made as a result of the evaluation <p>Documentation Method(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> dated meeting minutes / notes documenting discussion and decisions <input type="checkbox"/> sign-in sheets with participant names and groups represented <input type="checkbox"/> compiled and analyzed assessment and/or survey results <input type="checkbox"/> other documentation containing required content 			
C3.b	<p>How did the school identify the current learning needs of all students particularly those not meeting academic standards?</p> <p><i>[Related to <u>C1</u>: Comprehensive Plan for School Improvement]</i></p>	<p>Required Content:</p> <ul style="list-style-type: none"> <input type="checkbox"/> date(s) of the most recent analysis <input type="checkbox"/> methods / data used in the analysis <input type="checkbox"/> conclusions made about current learning needs of all students particularly students not meeting academic standards <p>Documentation Method(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> dated minutes or notes including decisions made <input type="checkbox"/> compiled and analyzed demographic data, assessment results, survey results, etc. <input type="checkbox"/> other documentation containing required content 			

D Preschool Program

D1 Preschool - Eligibility and Selection of Children

	Requirement	Guidance / Clarification	C	NC	NA
	<p>A preschool receiving Title I funds uses appropriate criteria to determine the eligibility and selection of participating children.</p> <p>ESSA §1114(a)(1) and (2)(A)(i); §1115(c)</p>	<p>A preschool program receiving Title I funds must ensure that it serves those children most at risk of not meeting K-12 academic standards.</p> <ul style="list-style-type: none"> Family income may be considered as one of multiple selection factors Title I funds may be used to help identify eligible at-risk children. 			
	Required Activity	Evidence Demonstrating Compliance	YES	NO	NA
<p>D1.a</p>	<p>How does the district determine the eligibility of children to be enrolled in Title I-funded preschool services?</p>	<p>Required Content: Verification that enrolled children either</p> <ul style="list-style-type: none"> reside within the attendance boundaries of <ul style="list-style-type: none"> <input type="checkbox"/> the Title I public school if a school-based preschool OR <input type="checkbox"/> the district if a district-based preschool OR are categorically eligible (regardless of residence) because of <ul style="list-style-type: none"> <input type="checkbox"/> current status as homeless or living in an institution for neglected children OR <input type="checkbox"/> participation in Head Start, Migrant Education or other federal education program any time in the preceding two years <p>Documentation Method(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> individual records or list of registered children including relevant data and the eligibility determination for each child <input type="checkbox"/> written procedures to identify residence and categorical eligibility <input type="checkbox"/> brochure or registration form which includes eligibility requirements 			
<p>D1.b</p>	<p>What established selection process is used, when needed, to prioritize for enrollment children who are most at risk of not meeting the State’s K-12 academic standards?</p>	<p>Required Documents:</p> <ul style="list-style-type: none"> <input type="checkbox"/> written objective criteria and procedure to prioritize eligible children for enrollment <input type="checkbox"/> individual records or list of registered children including data that could be or, as needed, was used to prioritize each for enrollment <p>Required content:</p> <ul style="list-style-type: none"> <input type="checkbox"/> verification that the established criteria and procedure is used to prioritize children for enrollment (if the program is unable to enroll all eligible and registered children) 			

D Preschool Program

D2 Preschool – Child Screenings and Assessments

	Requirement	Guidance / Clarification	C	NC	NA
	A preschool receiving Title I funds uses valid and reliable development screening and child assessment tools that support individualization and growth. ESSA §11112(c)(7); 45 CFR 1302.33	<ol style="list-style-type: none"> 1. A preschool receiving Title I funds must comply with Head Start standards for education and child development as well as Title I requirements in compliance areas F through I. 2. Read reviews and comparisons of selected developmental screening and child assessment instruments. 			
	Required Activity	Evidence Demonstrating Compliance	YES	NO	NA
D2.a	What standardized developmental screening tool have staff used to identify concerns?	<p>Required Document(s):</p> <input type="checkbox"/> Developmental screening tool(s) and instructions			
		<p>Required Content:</p> <input type="checkbox"/> tool is valid and reliable for age, culture and language of population served <input type="checkbox"/> staff administering screening are qualified and/or completed training as required by the screening tool <input type="checkbox"/> screening was completed within 45 calendar days of first attendance <input type="checkbox"/> screening was conducted in the appropriate language for the child <input type="checkbox"/> completed referrals, as needed, shortly after completed screening			
		<p>Additional Documentation Method(s):</p> <input type="checkbox"/> Staff qualification and training records <input type="checkbox"/> individual records or list of children including data for when and how screening was conducted and the referrals needed and completed <input type="checkbox"/> Other documentation containing required content			
D2.b	What standardized and structured child assessments have staff used to measure ongoing progress and individualize activities?	<p>Required Document:</p> <input type="checkbox"/> Child assessment tool(s) and instructions			
		<p>Required Content</p> <input type="checkbox"/> tool is valid and reliable for age, culture and language of population served <input type="checkbox"/> staff administering assessment are qualified and/or completed training as required by the assessment tool <input type="checkbox"/> assessment is conducted with sufficient frequency to measure progress (at least when child enters and before leaving program) <input type="checkbox"/> assessment was conducted in appropriate language for the child <input type="checkbox"/> results are used to individualize learning activities and guidance			
		<p>Additional Documentation Method(s):</p> <input type="checkbox"/> Staff qualification and training records <input type="checkbox"/> individual records or list of children including data for when and how assessments were conducted and results are used to individualize activities <input type="checkbox"/> Other documentation containing required content			

D Preschool Program

D3 Preschool – Education Program

	Requirement	Guidance / Clarification	C	NC	NA
	A preschool receiving Title I funds provides high quality early education services that promote children’s growth for later success in school. ESSA §1112(c)(7); 45 CFR 1302.31-32	<ol style="list-style-type: none"> 1. A preschool receiving Title I funds must comply with Head Start standards for education and child development as well as Title I requirements noted section F through I. 2. Read the Head Start Early Learning Outcomes Framework available on the Head Start web site 3. Read guidance and reviews of comprehensive and domain-specific curriculum available at on the Head Start web site. 			
	Required Activity	Evidence Demonstrating Compliance	YES	NO	NA
D3.a	What research-based curricula have preschool staff been implementing?	<p>Required Document:</p> <input type="checkbox"/> Preschool curriculum guide(s) being implemented			
		<p>Required Content:</p> <input type="checkbox"/> curriculum is based on evidence of a statistically significant effect on learning <input type="checkbox"/> curriculum is aligned with Head Start Early Learning Outcomes Framework <input type="checkbox"/> training, monitoring, support provided to implement curriculum as designed <input type="checkbox"/> activities and materials are implemented as designed			
		<p>Additional Documentation Method(s):</p> <input type="checkbox"/> dated records of training, monitoring and support <input type="checkbox"/> written daily or weekly plans for learning activities <input type="checkbox"/> other documentation containing required content			
D3.b	How have staff arranged the learning environment and appropriate materials to encourage exploration and learning?	<p>Observations verify</p> <input type="checkbox"/> environment well-organized and accessible with differentiated activity areas <input type="checkbox"/> materials appropriate for development, culture and language of participants			
D3.c	How do staff provide a developmentally appropriate schedule of learning activities?	<p>Observations verify</p> <input type="checkbox"/> posted schedule readily visible to children <input type="checkbox"/> balance of child-initiated and adult-led activities with individual, small group and large group experiences <input type="checkbox"/> balance of active and quiet activities <input type="checkbox"/> snacks, meals, routines and transitions used as learning opportunities			
D3.d	How do staff provide appropriate learning experiences and interact effectively with children to promote growth in all domains?	<p>Written plans and observations verify that staff</p> <input type="checkbox"/> promote security, self-regulation, focus, initiative and problem-solving <input type="checkbox"/> promote self-esteem and cooperation with adults and children <input type="checkbox"/> promote communication and literacy in English and child’s home language <input type="checkbox"/> promote understanding of numbers, counting, measurement, comparison, shapes and scientific inquiry <input type="checkbox"/> promote large and small muscle control and coordination <input type="checkbox"/> promote self-care skills, nutritious eating and personal safety			

E Equitable Participation of Nonpublic Schools

E1 Nonpublic Services – Consultation and Agreement

	Requirement	Guidance / Clarification	C	NC	NA
	The LEA ensures timely consultation with each nonpublic school to produce an agreement for the equitable use of Title I, Part A and/or Title II funds. ESSA §1117(b); §8501(c)	1. All required consultation topics are listed in the Affirmation of Consultation form available on the Nonpublic Participation page on the MDE web site . 2. The district must employ a licensed teacher or procure a contractor to provide instruction or, if the allocation is not sufficient to provide direct instruction, to oversee services that only benefit identified eligible students. Services may never be provided entirely by paraprofessionals or only by providing instructional materials and supplies including technology.			
	Required Activity	Evidence Demonstrating Compliance	YES	NO	NA
E1.a	What was the process used to notify officials of each nonpublic school about the Title I and Title II services available to eligible participants?	Required Content <input type="checkbox"/> timely method used to offer services for eligible students and staff <input type="checkbox"/> nonpublic school's response about the intent to participate Documentation Method(s): <input type="checkbox"/> <i>Intent to Participate</i> form or <i>Affirmation of Consultation</i> (available on MDE website) completed and signed with officials of each nonpublic school <input type="checkbox"/> other documentation containing required content			
E1.b	What was the process of consultation with officials of each participating nonpublic school in order to develop an agreement for services to eligible students, parents and staff? <i>[See also 15 Equitable Expenditures for Nonpublic Participants]</i>	Required Document(s): <input type="checkbox"/> <i>Affirmation of Consultation</i> and written agreement(s) completed and signed with officials of each participating nonpublic school Required Content: <input type="checkbox"/> consultation date(s) prior to district decisions and timely arrangements <input type="checkbox"/> signatures of district and nonpublic authorized representatives <input type="checkbox"/> information exchanged including but not limited to <input type="checkbox"/> how the nonpublic allocation was determined <input type="checkbox"/> the needs of nonpublic school students and how needs were identified <input type="checkbox"/> what services will be provided (see guidance) where, by whom and when (dates and approximate time of day) to meet participant needs <input type="checkbox"/> how and when services from previous school year were evaluated for effectiveness to inform plans for the current year services <input type="checkbox"/> how and when services will be evaluated for effectiveness at the end of the current school year <input type="checkbox"/> nonpublic school's right to file a written complaint with MDE			
E1.d	How has the district continued consultation with each participating nonpublic school throughout the implementation and assessment of services?	Required Content: <input type="checkbox"/> verification of communication throughout the year with officials of each participating nonpublic school Documentation method(s) <input type="checkbox"/> dated minutes, notes, emails or other documentation			

E Equitable Participation of Nonpublic Schools

E2 Nonpublic Services - Public Control

	Requirement	Guidance / Clarification	C	NC	NA
	<p>The LEA maintains control of the Title I and Title II services provided to eligible nonpublic school participants.</p> <p>ESSA §1117(d); §8501(d); 34 CFR 200.64(b)(4), §200.66</p>	<ol style="list-style-type: none"> Title services are district programs. Nonpublic school officials have no authority to hire the service provider, obligate funds or receive payment of federal funds. Title I services must only benefit identified eligible students, not the general needs of the school. The district is also responsible for spending equitable Title II funds to provide supplemental professional development to nonpublic school staff. The district may deliver Title I services at the nonpublic school, public school or other appropriate space. The nonpublic school is not required to provide space in order to participate in Title I services. 			
	Required Activity	Evidence Demonstrating Compliance	YES	NO	NA
E2.a	<p>How did the district maintain control and communicate final decisions about the delivery of Title I-A and Title II services?</p> <p><i>[See also 15.d for public control of Title funds]</i></p>	<p>Required Content:</p> <ul style="list-style-type: none"> <input type="checkbox"/> the district’s final decisions about the design of Title I services were communicated to each participating nonpublic school after thorough consideration of the views of nonpublic school officials <input type="checkbox"/> the district selected the employee(s) or contractor providing Title I services to eligible nonpublic school students <input type="checkbox"/> the plan of professional development activities for eligible nonpublic school staff using Title II funds <p>Documentation method(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> written agreement(s) <input type="checkbox"/> dated minutes, notes, emails or other documentation 			
E2.b	<p>How has the district ensured that it has exclusive use of a space for Title I services if located within the nonpublic school?</p>	<p>Required Content:</p> <ul style="list-style-type: none"> <input type="checkbox"/> verification that space is reserved for Title services during instruction <p>Documentation method(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> email or agreement identifying space <input type="checkbox"/> schedule for use of the space 			
E2.c	<p>How has the district directly supervised and supported the staff or contractor providing or facilitating Title I services?</p>	<p>Required Content:</p> <ul style="list-style-type: none"> <input type="checkbox"/> record of formal observation(s) and feedback from district supervisor <input type="checkbox"/> district training and ongoing communication with the employee(s) or contractor providing Title services to eligible students and parents <p>Documentation method(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> supervisor’s observation notes <input type="checkbox"/> calendar/schedule, agendas, materials for district training, meetings and communication supporting the provider of nonpublic services <input type="checkbox"/> other documentation containing required content 			

E Equitable Participation of Nonpublic Schools

E3 Nonpublic Services - Student Eligibility and Selection

	Requirement	Guidance / Clarification	C	NC	NA
	<p>The district, in cooperation with the nonpublic school, uses appropriate criteria to identify eligible students who need additional assistance to meet academic standards.</p> <p>ESSA §1117(a)(3)(A); §1115(c)</p>	<ol style="list-style-type: none"> 1. The district in which a child resides is responsible for services even if the participating nonpublic school the child attends is outside the district's boundaries. The district may arrange to have services provided by another district to be reimbursed at the rate of the resident school's PPFU. A written agreement between districts should be in place at the start of services. 2. Nonpublic services can be provided to any grade(s) within the grade span of the district's public Title I schools. 3. Students with disabilities and English learners are eligible for Title I services on the same basis as others. <i>See B1 for more information.</i> 4. Teacher judgment may be considered in addition to assessment results and other objective sources. 5. Parent permission is not required and may delay services. Notification is recommended with an option for parents to refuse services. 			
	Required Activity	Evidence Demonstrating Compliance	YES	NO	NA
E3.a	<p>What established process including objective criteria has the district used to select eligible students who need additional academic help?</p>	<p>Required Content in Documentation:</p> <ol style="list-style-type: none"> 1. Selection criteria <ul style="list-style-type: none"> <input type="checkbox"/> in grade 3 or above, selection criteria includes but is not limited to data from at least two educationally related, objective sources <input type="checkbox"/> in preschool through grade 2, selection criteria includes but is not limited to data from at least one educationally related, objective source 2. List of all students <ul style="list-style-type: none"> <input type="checkbox"/> Each student in grade or classroom identified by name or other designation <input type="checkbox"/> Results of assessments and other selection criteria <input type="checkbox"/> Indication of which students have been selected for services 			
E3.b	<p>What is the process the district uses to ensure that students identified for assistance</p> <ol style="list-style-type: none"> 1. are enrolled within the same grade span as the district's Title I schools, and 2. either <ol style="list-style-type: none"> a. reside in the attendance area of a public school eligible for Title I funds; or b. are categorically eligible for Title I-funded services? 	<p>Required Content:</p> <p>Verification that each student identified for Title I services</p> <ul style="list-style-type: none"> <input type="checkbox"/> has been homeless within the current school year, OR <input type="checkbox"/> is enrolled in a grade level within the grade span of the public Title I schools <p>AND either</p> <ul style="list-style-type: none"> <input type="checkbox"/> resides within attendance boundaries of a public school eligible for Title I OR <input type="checkbox"/> participated in Head Start, Migrant Education or other federal education program any time in the preceding two years <p>Documentation Method(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> individual records or list of children selected for assistance including the relevant data and eligibility determination for each child <input type="checkbox"/> written procedure to identify residence or categorical eligibility 			

E Equitable Participation of Nonpublic Schools

E4 Nonpublic Services – Equitable Student Instruction

	Requirement	Guidance / Clarification	C	NC	NA
	The LEA provides equitable services to participating nonpublic school students. ESSA §1115(b)(2), §1117(a)(3)(A)	<ol style="list-style-type: none"> Title I services for nonpublic school students and parents incorporate requirements for a targeted assistance program. Requested schedules will be reconciled to determine appropriate additional instruction that benefits identified students. Parent permission is not required and may unnecessarily delay services. 			
	Required Activity	Evidence Demonstrating Compliance	YES	NO	NA
E4.a	<p>How has the Title I teacher or contractor provided additional instruction which</p> <ol style="list-style-type: none"> only benefits identified nonpublic students; and is comparable to participating public school students? <p><i>[See also items 14: Allowable Costs and 15: Equitable Expenditures for Nonpublic Participants]</i></p>	<p>Required Documents:</p> <ul style="list-style-type: none"> <input type="checkbox"/> schedules of classroom teachers, interventionist and participating students <p>Required Content:</p> <ul style="list-style-type: none"> <input type="checkbox"/> names of students participating in additional instruction <input type="checkbox"/> grade level and, as needed, classroom are identified <input type="checkbox"/> type of activity identified for each time block <input type="checkbox"/> type of instructional strategies implemented <input type="checkbox"/> verification that nonpublic services began about the same date as public school services unless modified through consultation <p>Additional Documentation Method(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Written agreement <input type="checkbox"/> activity plans or student tracking records <input type="checkbox"/> meeting minutes / notes indicating selected strategies <input type="checkbox"/> other documentation containing required content 			
E4.b	<p>How has the Title I staff or contractor monitored the progress of each student and revised instruction revised as needed?</p>	<p>Required documentation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> examples of student progress monitoring <p>Required content:</p> <ul style="list-style-type: none"> <input type="checkbox"/> date of activity <input type="checkbox"/> monitoring criteria or assessment used and student results <input type="checkbox"/> documentation of resulting decisions including the continuation or change of intervention and decision to exit students from services 			
E4.c	<p>How have the classroom teacher and Title I instructor regularly exchanged information and coordinated instruction?</p>	<p>Required content:</p> <ul style="list-style-type: none"> <input type="checkbox"/> date(s) of activities/communication <input type="checkbox"/> name and role/position of each participant in communication <input type="checkbox"/> verification of communication between classroom teacher and Title I instructor determining appropriate additional instruction <p>Documentation method(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> dated minutes, notes, emails or other documentation 			

E Equitable Participation of Nonpublic Schools

E5 Nonpublic Services - Parent and Family Engagement

	Requirement	Guidance / Clarification	C	NC	NA
	<p>The LEA engages parents and families of participating nonpublic school students to support academic achievement.</p> <p>ESSA 1117(a)(1)(B); 34CFR 200.65(b)</p>	<p>The school district is required to involve the parents and families of nonpublic students participating in Title I services and, if applicable, expend the equitable share of funds reserved for parent involvement. The statute does not prescribe the specific types of family engagement activities for nonpublic participants.</p>			
	Required Activity	Evidence Demonstrating Compliance	YES	NO	NA
E5.a	<p>What activities, based on consultation with the nonpublic school, has the district provided to involve parents of participating students?</p> <p><i>[See also 15: Equitable Expenditures for Nonpublic Participants.]</i></p>	<p>Required Content</p> <ul style="list-style-type: none"> <input type="checkbox"/> date and location of each activity <input type="checkbox"/> names of parents and family members participating in activity <input type="checkbox"/> verification that the Title I service provider or another district representative provided one or more of the following activities: <ul style="list-style-type: none"> <input type="checkbox"/> communication with parents of each participating student about academic progress <input type="checkbox"/> school-parent compacts <input type="checkbox"/> newsletters <input type="checkbox"/> parent and family engagement meeting(s) <input type="checkbox"/> parent and family training activities and materials <input type="checkbox"/> home learning materials and activities <input type="checkbox"/> other parent and family engagement activity (specify) <p>Documentation method(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> dated notices, agendas, minutes, notes, emails <input type="checkbox"/> sign-in sheets <input type="checkbox"/> other documentation containing required content 			

F Parent and Family Engagement
F1 District and School Family Engagement Policies

	Requirement	Guidance / Clarification	C	NC	NA
	Each Title I school/preschool and LEA jointly develop with parents written policies to engage parents and families of participating children. ESSA §11116(a)-(b)	1. If the district has only one Title I-funded school, the district and school parent and family engagement policies may be combined into one document. 2. It is not necessary to consider the document(s) official board policy requiring school board approval. 3. The document(s) should articulate expectations, objectives, and a plan of activities, including but not limited to those required, to engage parents and families in improving the school and their child’s academic achievement. 4. Title I Parental Requirements Overview can be found on the MDE web site			
	Required Activity	Evidence Demonstrating Compliance	YES	NO	NA
F1.a	How does the district’s written parent and family engagement policy promote meaningful engagement of families? <i>[See also items A1, A2, F3 and F4.]</i>	Required document: <input type="checkbox"/> District Parent and Family Engagement Policy (including a plan of activities) Required content: <input type="checkbox"/> district expectations and objectives for parent and family engagement (PFE) <input type="checkbox"/> how parents and family members are involved in jointly developing the plan for Title funds and continuous school improvement <input type="checkbox"/> how district assists Title I schools in implementing effective PFE activities <input type="checkbox"/> how PFE strategies are coordinated and integrated with other programs <input type="checkbox"/> how district conducts an annual evaluation of the effectiveness of PFE policy <input type="checkbox"/> uses evaluation findings to select evidence-based PFE strategies and revise, as needed, the PFE policy <input type="checkbox"/> how the district uses reserved funds for professional development, outreach to families, encouraging involvement in children’s education, promoting collaboration or otherwise implementing its PFE policy			
F1.b	How does the school written parent and family engagement policy (or plan of activities) promote meaningful engagement of families? <i>[See also items F3-F7 and, if applicable, C1.]</i>	Required documentation: <input type="checkbox"/> Parent and Family Engagement Policy (or Plan) for each Title I school Required content: <input type="checkbox"/> how parents and families are involved in jointly developing or revising the school parent and family engagement policy and plan of activities <input type="checkbox"/> how the school uses meetings and other means to provide timely information about the program and engage parents and families in program improvement <input type="checkbox"/> how the school jointly develops with parents a school-parent compact to share responsibility for high student achievement <input type="checkbox"/> how the school helps staff work with parents as equal partners and helps families understand standards, assessments, and how to improve achievement <input type="checkbox"/> how the school provides opportunities for the full participation of all families			

F Parent and Family Engagement

F2 Parent Right-to-Know Notices

	Requirement	Guidance / Clarification	C	NC	NA
	<p>The LEA provides required notices to the parents of all students in a Title I school/preschool.</p> <p>ESSA §1112(e); Minn.Stat. §124D.60</p>	<p>For more information, see the Title I Parental Involvement Requirement Overview on the MDE web site</p>			
	Required Activity	Evidence Demonstrating Compliance	YES	NO	NA
<p>F2.a</p>	<p>How were parents notified about the right to request and receive information about</p> <ol style="list-style-type: none"> 1. the qualifications of the student’s instructor(s); and 2. any policy for student participation in mandated assessments? <p><i>[See also F3.b, F7 and H1.b.]</i></p>	<p>Required content:</p> <ul style="list-style-type: none"> <input type="checkbox"/> date verifying that information was provided to all parents at the beginning of the school year or upon enrollment <input type="checkbox"/> text stating that parents may request and the district must provide, on request, information about whether the student’s teacher(s) meets State licensing approval for the grade and subject being taught, is teaching with a waiver, has certification for the field being taught, and/or the qualifications of any paraprofessional providing instruction <input type="checkbox"/> text stating the policy regarding student participation in any mandated assessments including the parent right to opt the child out of the assessment <p>Documentation method(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> parent handbook or information packet <input type="checkbox"/> letter, email or other type of notice provided to each parent 			
<p>F2.b</p>	<p>How did the district provide timely notice to parents of their child’s placement in an English language instruction program (supported with Title I or Title III funds)?</p> <p><i>[See also F7]</i></p>	<p>Required documents:</p> <ul style="list-style-type: none"> <input type="checkbox"/> written notice <input type="checkbox"/> list of students in Title-funded language instruction with enrollment date for each <p>Required content:</p> <ul style="list-style-type: none"> <input type="checkbox"/> verification that an annual notice was sent to the parent no later than 30 days after start of the school year or during the first two weeks of the child being placed in language instruction during school year <input type="checkbox"/> notice in English and the primary language of the student’s parents <input type="checkbox"/> informs parents that their child has been enrolled in an instructional program for English learners; the purpose, method and content of the program; and the right to visit and request and receive a conference to explain the program <input type="checkbox"/> informs parents of the right to withdraw their child from the program 			

F Parent and Family Engagement

F3 Informing Parents and Families

	Requirement	Guidance / Clarification	C	NC	NA
	Each Title I school/preschool and the LEA provide timely information to parents and families of participating children. ESSA §1116(a)-(c); §1111(h)(2)(B)(iii); §1112(e)(2)(B); §1114(b)(4)	<ol style="list-style-type: none"> All parents in a schoolwide program are included in family engagement activities but the school should intentionally engage families of the lowest-achieving students. The district/school is not required to send documents to each family. The annual meeting may be included in another school event as long as the Title related content is specifically noted in the notice, agenda and/or materials. Most of the following should usually be provided at the start of the school year. 			
	Required Activity	Evidence Demonstrating Compliance	YES	NO	NA
F3.a	How did the school provide timely information about the school’s curriculum, assessments, expected achievement levels and available services including those funded with Title I? <i>[See also items F3.d and F6.b.]</i>	Required content: <ul style="list-style-type: none"> <input type="checkbox"/> date verifying that information was provided early in the school year <input type="checkbox"/> information about the school’s curriculum, assessments, expected achievement level and available services funded with Title I Documentation method(s): <ul style="list-style-type: none"> <input type="checkbox"/> school handbook <input type="checkbox"/> link to information posted to web site <input type="checkbox"/> meeting materials with sign-in sheets of participants names <input type="checkbox"/> other documentation containing required content 			
F3.b	How can families readily find on the school and/or district website <ol style="list-style-type: none"> the annual school report card of student achievement on State assessments; and information about student assessments? 	Required content on school/district website: <ul style="list-style-type: none"> <input type="checkbox"/> school report card comparing the school’s student assessment results with the district and State (such as link to school report card on MDE website) <input type="checkbox"/> list of required academic assessments with subject matter, purpose, source of requirement, when and how long students will spend taking assessment, and when and how results will be disseminated <input type="checkbox"/> information or links clearly labeled and found on web landing page or menu 			
F3.c	How did the school/district make available to parents and families <i>[See also F1 and C1.]</i> <ol style="list-style-type: none"> the district family engagement policy, the school family engagement policy, the Title I Schoolwide school improvement plan, if applicable? 	Required content and documents: <ul style="list-style-type: none"> <input type="checkbox"/> date verifying when each document was made available early in school year <input type="checkbox"/> district parent and family engagement policy including plan of activities <input type="checkbox"/> school parent and family engagement policy or plan of activities <input type="checkbox"/> Title I Schoolwide school improvement plan or summary, if applicable Documentation method(s): <ul style="list-style-type: none"> <input type="checkbox"/> link on web site landing page or clearly labeled menu <input type="checkbox"/> dated newsletter, mailing, email attachment or other notice about availability 			
F3.d	When and how did the school conduct an annual meeting to inform parents and families about being a Title I school? <i>[See also F3.a.]</i>	Required content: <ul style="list-style-type: none"> <input type="checkbox"/> information presented about being a Title I school, its requirements and benefits, and the right of the parents and families to be involved <input type="checkbox"/> meeting scheduled at a convenient time for families of participating students <input type="checkbox"/> names of parents and family members participating in meeting Documentation method(s): <ul style="list-style-type: none"> <input type="checkbox"/> dated notice, agenda, minutes/notes, presentation materials, etc. <input type="checkbox"/> sign-in sheets with participants names and groups represented <input type="checkbox"/> other documentation containing required content 			

F Parent and Family Engagement

F4 Involving Families in Program Improvement

	Requirement	Guidance / Clarification	C	NC	NA
	<p>Each Title I school/preschool and the LEA provide opportunities for parents and family members of participating children to be involved in program decisions.</p> <p>ESSA §§1116(a), (b) and (c)(3); 1112(a)(1)(A); 2102(b)(3)(A); 1114(b)(2)</p>	<ol style="list-style-type: none"> 1. The district or school may use an existing advisory committee or process to involve families in the review and joint planning of Title activities as long as <ol style="list-style-type: none"> a. families of children in Title I-funded services are adequately represented; b. Title-related content is identified in the notice, agenda, minutes/notes, etc. 2. Families of children in Title I funded services and school officials may decide to pool family engagement funds for district-level family engagement activities. 3. Activities to evaluate and improve plans usually occur at end of the school year. 			
	Required Activity	Evidence Demonstrating Compliance	YES	NO	NA
<p>F4.a</p>	<p>What opportunities did the district provide families to evaluate and participate in decisions to improve</p> <ol style="list-style-type: none"> 1. how Title I, Part A funds are used, 2. how Title II funds are used, and 3. the district parent and family engagement policy? <p><i>[See also items A1, A2, and F1 regarding the review and revision of plans.]</i></p>	<p>Required Content:</p> <ul style="list-style-type: none"> <input type="checkbox"/> date of input opportunity for <ul style="list-style-type: none"> <input type="checkbox"/> Title I plan of activities <input type="checkbox"/> Title II plan of activities <input type="checkbox"/> district parent and family engagement policy including activities <input type="checkbox"/> names of participating parents <input type="checkbox"/> topics discussed, evaluation results, input provided, decisions made <p>Documentation Method(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> dated meeting notice, agenda, minutes / notes and sign-in sheets <input type="checkbox"/> survey results or other documentation containing required content 			
<p>F4.b</p>	<p>What opportunities did the school provide families to evaluate and participate in decisions to improve</p> <ol style="list-style-type: none"> 1. the Schoolwide plan, if applicable 2. the school parent and family engagement policy (or plan of activities)? <p><i>[See also items C1, F1 and F5.a.]</i></p>	<p>Required Content:</p> <ul style="list-style-type: none"> <input type="checkbox"/> date of input opportunity for <ul style="list-style-type: none"> <input type="checkbox"/> Schoolwide school improvement plan, if applicable <input type="checkbox"/> school parent and family engagement policy including activities <input type="checkbox"/> names of participating parents <input type="checkbox"/> topics discussed, evaluation results, input provided, decisions made <p>Documentation Method(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> dated meeting notice, agenda, minutes / notes and sign-in sheet <input type="checkbox"/> survey results or other documentation containing required content 			
<p>F4.c</p>	<p>What opportunities did families have to be involved in decisions about the use of funds reserved, if required, for activities and strategies in the district’s parent and family engagement policy?</p> <p><i>[See also item I6.]</i></p>	<p>Required Content:</p> <ul style="list-style-type: none"> <input type="checkbox"/> date of input opportunity <input type="checkbox"/> names of participants and group each represented <input type="checkbox"/> topics discussed, input provided, decisions made <p>Documentation Method(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> dated meeting notice, agenda, minutes / notes and sign-in sheet <input type="checkbox"/> survey results or other documentation containing required content 			

F Parent and Family Engagement

F5 Shared Responsibilities for Individual Student’s Achievement

	Requirement	Guidance / Clarification	C	NC	NA
	Each Title I school/preschool develops, discusses and implements with parents of participating children a school-parent compact promoting shared responsibility for the individual child’s achievement. ESSA §11116(d)	<ol style="list-style-type: none"> 1. The school-parent compact must be jointly developed with parents, either with a representative group of parents [See F4.b] or with individual parents of students in Title-funded services during a parent-teacher conference. 2. From kindergarten through at least grade 4, the compact must be discussed in a conference with the parent(s) of each student in Title-funded services. Discussion of the compact is usually the responsibility of the classroom teacher who should also provide parents a copy of the resulting agreement. 3. Student goal setting may be used if the form includes what the school does and families can do to support learning, and what further communication will occur. 4. Signatures are not required but the school should document and reinforce the agreement made. 			
	Required Activity	Evidence Demonstrating Compliance	YES	NO	NA
F5.a	How has the school-parent compact been jointly developed and communicated with parents (and was not used to notify parents of services)?	<p>Required document and contents:</p> <ul style="list-style-type: none"> <input type="checkbox"/> example(s) of compact (for each school selected for review) <ul style="list-style-type: none"> <input type="checkbox"/> what the school does to provide high-quality curriculum and instruction in a supportive and effective environment <input type="checkbox"/> what parents and family members can do to support their child’s learning at home and at school <input type="checkbox"/> what means are used (and when) to ensure on-going communication <p>Additional required content:</p> <ul style="list-style-type: none"> <input type="checkbox"/> date when compact was developed with parent(s) <input type="checkbox"/> date and method when compact was communicated with parent(s) <input type="checkbox"/> in an elementary school, verification that teacher and parent(s) discussed the compact as it relates to the individual child’s achievement <p>Additional documentation method(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> group or individual meeting/conference agenda, minutes/notes, sign-in sheets <input type="checkbox"/> other documentation containing required content 			
F5.b	How has the school-parent compact been implemented to support the child’s academic achievement?	<p>Required document:</p> <ul style="list-style-type: none"> <input type="checkbox"/> example(s) of student progress report sent to parent <p>Required content:</p> <ul style="list-style-type: none"> <input type="checkbox"/> date(s) of when parent-teacher conferences were available <input type="checkbox"/> verification that student progress reports were frequently sent to parents <input type="checkbox"/> information about how to access staff <input type="checkbox"/> information about opportunities for family members to visit or volunteer <p>Additional documentation method(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> newsletters, emails and other documentation containing required contents 			

F Parent and Family Engagement

F6 Building Capacity for Family Engagement

	Requirement	Guidance / Clarification	C	NC	NA
	Each Title I school (and preschool) and the LEA effectively support partnerships with parents to improve student achievement. ESSA §11116(e)	You may want to read the MDE Families as Partners in Education and Family, School and Community Engagement web pages for help with parent involvement planning and implementation.			
	Required Activity	Evidence Demonstrating Compliance	YES	NO	NA
F6.a	How were staff educated in how to reach out to, communicate with, and work with parents as equal partners?	Required content: <input type="checkbox"/> verification that staff received training about working with parents Documentation method(s): <input type="checkbox"/> dated training agendas and/or materials indicating content and presenter/facilitator <input type="checkbox"/> sign-in sheets of participant names with position and school represented <input type="checkbox"/> professional development schedule <input type="checkbox"/> other documentation containing required content			
F6.b	What training, materials and other assistance have been offered to families?	Required content: <input type="checkbox"/> verification of training, materials and other assistance offered to families to improve student academic achievement Documentation method(s): <input type="checkbox"/> schedule of activities to build relationships between families and school staff and help families support their child’s learning at school and home <input type="checkbox"/> dated notices, agendas and/or activity materials with sign-in sheets of participants names and groups represented <input type="checkbox"/> newsletters, emails, web sites, materials, etc. provided to help families support their child’s education <input type="checkbox"/> other documentation containing required content			

F Parent and Family Engagement

F7 Full Participation of All Families

	Requirement	Guidance / Clarification	C	NC	NA
	<p>Each Title I school (and preschool) and the LEA provide opportunities for the informed participation of all parents and families of students in a Title I program.</p> <p>ESSA §1116(f), §1116(e)(8)</p>	<p>1. Title VI of the Civil Rights Act requires each district to ensure meaningful communication with Limited English Proficient (LEP) parents in a language they can understand and to adequately notify LEP parents about any district or State program, service or activity that is called to the attention of non-LEP parents. Each district must develop and implement a process for determining whether parents are LEP and what their language needs are.</p> <p>2. Title I funds can be used to pay necessary and reasonable expenses such as transportation and child care costs to enable participation in parent and family engagement activities. School activities should also be arranged at various times.</p>			
	Required Activity	Evidence Demonstrating Compliance	YES	NO	NA
<p>F7.a</p>	<p>Are required documents and other information accessible to all families in a format and, to the extent practical, a language that parents and family members can understand?</p> <p><i>[See also items F2 and F3.]</i></p>	<p>Required documentation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> home language questionnaire and/or procedure <input type="checkbox"/> documents and website content for parents including translated material <p>Required content:</p> <p>verification that the school/district has</p> <ul style="list-style-type: none"> <input type="checkbox"/> determined the home language of parents and families <input type="checkbox"/> made accessible written materials for families in plain language and translated as needed, such materials may include and are not limited to <ul style="list-style-type: none"> <input type="checkbox"/> parent right-to-know notices [F2] <input type="checkbox"/> information about curriculum, assessments and available services [F3] <input type="checkbox"/> school-parent compact [F5] <input type="checkbox"/> student progress reports [B2.b, C2.b] <input type="checkbox"/> parent and family engagement policies/plans [F3] <input type="checkbox"/> schoolwide school improvement plan (if applicable) [F3.b] <input type="checkbox"/> information about the education rights of homeless [G1.a, G4, G5] <input type="checkbox"/> notices for activities and other parent information, training and materials <input type="checkbox"/> provided interpreters for group meetings and individual communication as needed <p>Additional documentation method(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> interpreter schedules and other documentation containing required content 			
<p>F7.b</p>	<p>What outreach and assistance has been offered to enable families to participate in school-related activities?</p> <p><i>[See also item G5.]</i></p>	<p>Required content:</p> <ul style="list-style-type: none"> <input type="checkbox"/> record of outreach to families with limited English, disabilities, etc. including but not limited to phone calls, home visits, etc. <input type="checkbox"/> record of necessary and reasonable assistance made available as needed <p>Documentation method(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> dated phone or travel logs, notes, expense records, etc. <input type="checkbox"/> other documentation containing required content 			

G Specific Populations

G1 Outreach and Awareness of Homeless Students

	Requirement	Guidance / Clarification	C	NC	NA
	<p>The LEA ensures awareness about the educational rights of homeless children and youth, the duties of the LEA’s Homeless Liaison and the referral process to identify homeless students.</p> <p>McKinney-Vento Homeless Assistance Act §722(g)(6)(A)(v); §722(g)(6)(B)</p>	<p>The McKinney-Vento Act defines homeless children and youth as individuals who lack a fixed, regular, and adequate nighttime residence. This includes but is not limited to those who share housing with others due to loss of housing, economic hardship or similar reasons. For information and resources, read the MDE webpage on homeless education and the National Center for Homeless Education website.</p>			
	Required Activity	Evidence Demonstrating Compliance	YES	NO	NA
G1.a	<p>How has the Homeless Liaison disseminated the public notice about the educational rights of homeless students?</p>	<p>Required documentation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> sample(s) of poster, brochure, etc. for families and students <input type="checkbox"/> list of specific district and community locations where notice is visible <p>Required content:</p> <ul style="list-style-type: none"> <input type="checkbox"/> list of circumstances that qualify as homeless <input type="checkbox"/> list of student and parent rights <input type="checkbox"/> district liaison and State Coordinator contact information 			
G1.b	<p>How has the district provided information to school personnel about the rights of homeless students and the duties of the Homeless Liaison?</p>	<p>Required content:</p> <ul style="list-style-type: none"> <input type="checkbox"/> date(s) when information was provided <input type="checkbox"/> method for providing information and, if applicable, location <input type="checkbox"/> name and position of each participant including principals, enrollment and attendance staff, social workers, counselors, teachers, etc. <input type="checkbox"/> information provided about the rights of homeless students, the duties of the homeless liaison, and the identification process <p>Documentation method(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> agendas, materials, minutes, notes, sign-in sheets, emails, etc. <input type="checkbox"/> other documentation containing required content 			
G1.c	<p>How has the district provided information to local service providers about the rights of homeless students and the duties of the Homeless Liaison?</p> <p><i>[Activity might not be applicable to a charter school without a defined attendance area.]</i></p>	<p>Required content:</p> <ul style="list-style-type: none"> <input type="checkbox"/> date(s) when information was provided <input type="checkbox"/> method for providing information and, if applicable, location <input type="checkbox"/> names of participants and program or agency represented by each <input type="checkbox"/> information provided about the rights of homeless students, the duties of the homeless liaison, and the identification process <p>Documentation method(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> agendas, materials, minutes, notes, sign-in sheets, emails, etc. <input type="checkbox"/> other documentation containing required content 			

G Specific Populations

G2 Identification of Homeless Students

	Requirement	Guidance / Clarification	C	NC	NA
	The LEA implements procedures to identify homeless children and youth and their needs. McKinney-Vento Act §722(g)(6)(A); §722(g)(3)(G)	<ol style="list-style-type: none"> Information for both required activities might be collected on same form. Information about a homeless student’s living situation is provided the same protections as other non-directory, personally identifiable information contained in the student education records under FERPA. Nighttime housing information should be retained for use with the annual homeless information survey requested by MDE. 			
	Required Activity	Evidence Demonstrating Compliance	YES	NO	NA
G2.a	What procedure is in place to ensure that any preschool or school-age student who qualifies as homeless is identified?	<p>Required content:</p> <ul style="list-style-type: none"> <input type="checkbox"/> nighttime residence or situation qualifying student as homeless <input type="checkbox"/> process to ensure the homeless student is recorded in MARSS <p>Documentation method(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> written procedures for determining eligibility and initiating services <input type="checkbox"/> residency questionnaires and intake forms <input type="checkbox"/> spreadsheets or database used by the district <input type="checkbox"/> other documentation containing required content 			
G2.b	What procedure is being used to identify the needs of the homeless student and family? <i>[See also item G5.]</i>	<p>Required content:</p> <ul style="list-style-type: none"> <input type="checkbox"/> student’s current academic progress and any need for support, even if met by a non-Title source <input type="checkbox"/> student’s and family’s current health and safety needs, even if met by another source outside the district <p>Documentation method(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> written procedures for needs identification and record keeping <input type="checkbox"/> intake forms, assessment results, etc. <input type="checkbox"/> spreadsheets or database used by the district <input type="checkbox"/> other documentation containing required content 			

G Specific Populations

G3 Transportation Plan for Students in Foster Care

	Requirement	Guidance / Clarification	C	NC	NA
	<p>The LEA collaborates with the local child welfare agency to develop written transportation procedures which continue the enrollment of a foster care student in his or her school of origin when in the student’s best interest.</p> <p>ESSA §1112(c)(5); Minn.Stat. 260C.212(c)(8)</p>	<ol style="list-style-type: none"> 1. A written plan is required even if the district does not currently enroll a student in foster care. 2. “Foster care” is 24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This responsibility is either court ordered or by voluntary placement agreement which is also reviewed by the court. 3. In Minnesota, the county or tribal social services is the local child welfare agency. 4. The LEA should designate a point of contact even if the child welfare agency has not yet provided written notification of their point of contact. 5. Federal and state laws require the local child welfare agency to address educational stability in the child’s out-of-home placement plan. In addition to the transportation plan, the two agencies should <ol style="list-style-type: none"> a. develop a protocol addressing how the LEA will provide input to the child welfare agency in making the best interest determination, and ensure that transportation cost is not a factor in the decision making process. (The child welfare agency is authorized to make the final school placement decision.) b. collaborate to ensure that all school staff are aware of the complex needs of foster youth, the impact that trauma has on a child’s ability to learn, and the interventions in place to help the child succeed 			
	Required Activity	Evidence Demonstrating Compliance	YES	NO	NA
G3.a	<p>How do the transportation procedures ensure that a child in foster care promptly receives transportation, as needed, to his or her school of origin?</p>	<p>Required document:</p> <p><input type="checkbox"/> Written transportation procedures and enacted agreement</p> <p>Required Content:</p> <p><input type="checkbox"/> steps for arranging and providing transportation</p> <p><input type="checkbox"/> how the additional costs will be funded</p> <p><input type="checkbox"/> how transportation will be provided even if the agencies cannot reach agreement about how to fund additional costs</p> <p><input type="checkbox"/> signed approval by an authorized representative of each agency</p>			

G Specific Populations

G4 School Stability for Students who are Homeless or in Foster Care

	Requirement	Guidance / Clarification	C	NC	NA
	The LEA ensures the educational stability of children and youth who are homeless or in foster care. McKinney-Vento Act §722(g)(3), (6)(vii)and(7); ESSA §1111(g)(1)(E); §1112(c)(5), Minn.Stat. §120A.20 Subd.2; §124D.08, Subd.2a-2b; §260C.212, Subd.1(c)(8)	1. The “school of origin” is the school that the student attended when permanently housed or was last enrolled. 2. A student who is homeless is eligible to attend any school in their attendance area that students who are not homeless are eligible to attend.			
	Required Activity	Evidence Demonstrating Compliance	YES	NO	NA
G4.a	What procedure is in place for a student who is homeless or in foster care to, according to the student’s best interest, <ul style="list-style-type: none"> • continue enrollment in the student’s school of origin, or • immediately enroll in an eligible school? <i>[For students in foster care, see also <u>G3.</u>]</i>	Required documentation and content: <ul style="list-style-type: none"> <input type="checkbox"/> completed intake or school selection forms which record <ul style="list-style-type: none"> <input type="checkbox"/> placement request of the homeless student’s parent/guardian or consultation between agencies for a student in foster care <input type="checkbox"/> school placement decision <input type="checkbox"/> date(s) of intake and placement request and subsequent dates of placement decision, transportation and school attendance <input type="checkbox"/> district policies, procedures and/or documented practices which ensure a student who qualifies as homeless or is in foster care is able to <ul style="list-style-type: none"> <input type="checkbox"/> continue in the school of origin if in the best interest of the student <input type="checkbox"/> enroll in and immediately attend an eligible school without ordinarily required documents <input type="checkbox"/> receive transportation, if requested by the parent or guardian <input type="checkbox"/> information provided to parent, guardian, foster parent or case worker, or unaccompanied youth about <ul style="list-style-type: none"> <input type="checkbox"/> rights to equal access, comparable services and appeal of the placement decision <input type="checkbox"/> available transportation and assistance to attend the selected school 			
G4.b	What procedure is in place to resolve a dispute about the school placement of a student who is homeless or in foster care ? <i>[See G4.a.]</i>	Required content <ul style="list-style-type: none"> • if a dispute about school placement or enrollment is indicated <ul style="list-style-type: none"> <input type="checkbox"/> dated record of student enrollment and attendance in the requested school (school of origin or eligible school) while the dispute is pending <input type="checkbox"/> dated record of dispute resolution process through conclusion • If the student qualifies as homeless, documents must also include <ul style="list-style-type: none"> <input type="checkbox"/> written explanation of the school placement decision and the right to appeal provided to the parent, guardian or unaccompanied youth 			

G Specific Populations

G5 Full Participation of Homeless Students

	Requirement	Guidance / Clarification	C	NC	NA
	The LEA provides a homeless student with the opportunity to fully participate in school activities and receive comparable and needed services. McKinney-Vento Act §722(g)(4)-(6); ESSA §1113(c)(3)(A)(i)	1. A homeless student in any school within the district must receive services that are comparable to those provided in a Title I program. When other sources are not available, the Title I Homeless set-aside may be used for educationally related expenses including services not usually available to other Title I students. 2. The Federal Food and Nutrition Service requires a certification signed by the district Homeless Liaison for a homeless child to be categorically eligible for free and reduced price meals.			
	Required Activity	Evidence Demonstrating Compliance	YES	NO	NA
G5.a	How has the district ensured that homeless students and families are informed of educational opportunities and receive services for which they are eligible?	Required content: <input type="checkbox"/> information provided about programs, services and activities such as: <input type="checkbox"/> school nutrition <input type="checkbox"/> public preschool education (if applicable) <input type="checkbox"/> before- and after- school and extracurricular activities <input type="checkbox"/> vocational and technical education, gifted and talented program (if applicable) <input type="checkbox"/> parent and family engagement activities <input type="checkbox"/> date and method of informing parent/guardian or unaccompanied youth <input type="checkbox"/> record of services received Documentation method(s): <input type="checkbox"/> completed intake forms, case notes <input type="checkbox"/> written information provided to the family and/or student <input type="checkbox"/> other documentation containing required content			
G5.b	How has the district Homeless Liaison coordinated with local service agencies to meet student and family needs? [See also item G2.b.]	Required content: <input type="checkbox"/> communication and coordination with agencies providing local services to homeless children and their families including housing agencies <input type="checkbox"/> referrals for needed services [see G2.b.] such as housing, food, clothing, health care, dental services, mental health services, and other appropriate services Documentation method(s): <input type="checkbox"/> completed intake forms, case notes, phone log, emails, etc. <input type="checkbox"/> other documentation containing required content			
G5.c	How has the district provided homeless students in a non-Title I school or grade with services which are comparable to those provided a student in a Title I program? [See also item G2.b.]	Required content: <input type="checkbox"/> records of each homeless student’s academic status and services provided as needed, even if met by a non-Title source Documentation method(s): <input type="checkbox"/> procedure for determining student academic needs <input type="checkbox"/> completed intake forms, assessment results, case notes, service log, etc. <input type="checkbox"/> other documentation containing required content			
G5.d	How has the Homeless set-aside been used, as a last resort, to provide comparable services or other support to meet student and family needs?	Required documentation: <input type="checkbox"/> Financial records of Title I expenditures to meet student and family needs [See G2.b.] Required content: <input type="checkbox"/> how Title I-A expenditures met student and family needs identified in G2.b			

H Staff Qualifications
H1 Teacher Qualifications

	Requirement	Guidance / Clarification	C	NC	NA
	<p>All teachers in a Title I program and/or paid with Title II funds meet the State’s licensing requirements.</p> <p>ESSA §1112(c)(6)</p>	<p>1. This requirement applies to</p> <ul style="list-style-type: none"> a. any teacher in a Targeted Assistance school or nonpublic school involved in the delivery of Title I-funded services even if the teacher is not paid with Title I funds; b. all teachers in a Schoolwide Title I program; c. any classroom teacher paid with Title II funds for class size reduction <p>2. The monitor will, at least in part, use the most recently available STAR data submitted by the district and the resulting Discrepancy Report to determine compliance.</p>			
	Required Activity	Evidence Demonstrating Compliance	YES	NO	NA
H1.a	<p>Do all teachers in the Title program hold a valid Minnesota teaching license and/or special permission for the subject and grade range of the teaching assignment?</p>	<p>Required documentation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> list of all teachers delivering services supported with Title I funds in a Targeted Assistance school and/or nonpublic school even if the teacher is not paid with Title I funds <input type="checkbox"/> list of all teachers in a Schoolwide program <input type="checkbox"/> list of all teachers paid with Title II funds <p>Required content:</p> <ul style="list-style-type: none"> <input type="checkbox"/> name, file folder number, assigned grade and assigned subject <input type="checkbox"/> verification that teacher license/permission matches assignment 			
H1.b	<p>Did the district distribute a timely written notice to all parents of students in any class in a Title I school when their child has been taught for four or more consecutive weeks (20 consecutive days) by a teacher who does not meet Minnesota licensing requirements for the assigned subject and grade range?</p>	<p>Required documentation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> dated letter or other documentation used to notify parents <p>Required content:</p> <ul style="list-style-type: none"> <input type="checkbox"/> child’s teacher (including long-term substitutes) does not hold a valid Minnesota teaching license or special permission for the assigned subject and grade 			

H Staff Qualification

H2 Paraprofessional Qualifications

	Requirement	Guidance / Clarification	C	NC	NA
	<p>All paraprofessionals in a Title I-A program including a preschool receiving Title I funds must meet minimum qualification standards.</p> <p>34 CFR 200.58; Minn.Rule 8710.9000</p>	<p>1. The requirement applies to</p> <ul style="list-style-type: none"> a. any paraprofessional in a Targeted Assistance school or nonpublic school involved in the delivery of Title I-funded services even if the paraprofessional is not paid with Title I funds; b. all paraprofessionals in a Schoolwide program <p>2. Information about <u>ParaPro</u> may be found on the <u>ETS web site</u>.</p> <p>3. Information about the Voluntary Paraprofessional Credential can be found on the Minnesota Board of Teaching website.</p>			
	Required Activity	Evidence Demonstrating Compliance	YES	NO	NA
H2.a	<p>Do all paraprofessionals who provide instructional support in a Title I program meet federal qualification requirements?</p>	<p>Required documentation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> list of all paraprofessionals delivering services supported with Title I funds in a Targeted Assistance program and/or nonpublic school even if the teacher is not paid with Title I funds <input type="checkbox"/> list of all paraprofessionals in a Schoolwide program <input type="checkbox"/> college diploma, transcripts, ParaPro test results or other credentials <p>Required content:</p> <p>verification that each instructional paraprofessional included in the monitoring sample</p> <ul style="list-style-type: none"> <input type="checkbox"/> completed at least two years of college in any field, or <input type="checkbox"/> obtained at least an associate’s degree in any field, or <input type="checkbox"/> met a rigorous standard of quality and demonstrated the ability to assist in reading, writing and mathematics instruction by having <ul style="list-style-type: none"> <input type="checkbox"/> passed an assessment (ParaPro) accepted by the State, or <input type="checkbox"/> received a voluntary paraprofessional credential from the Minnesota Board of Teaching, or <input type="checkbox"/> passed a local assessment or completing a paraprofessional portfolio previously approved by the State 			
H2.b	<p>Have all paraprofessionals who act as a translator, conduct parent involvement activities or otherwise act in a non-instructional capacity in a Title I program earned at least a secondary school diploma or its recognized equivalent?</p>	<p>Required documentation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> transcripts or GED certificate <p>Required content:</p> <p>verification that each non-instructional paraprofessional included in the monitoring sample</p> <ul style="list-style-type: none"> <input type="checkbox"/> obtained a secondary school diploma or recognized equivalent 			

H Staff Qualification

H3 Supervision of Paraprofessionals

	Requirement	Guidance / Clarification	C	NC	NA
	<p>All paraprofessionals in a Title I-A program who provide instructional support are directly supervised by a teacher who meets the State’s licensing requirements.</p> <p>34 CFR 200.59</p>	<p>Title I services at a participating nonpublic school are not allowed to be provided entirely by paraprofessionals.</p>			
	Required Activity	Evidence Demonstrating Compliance	YES	NO	NA
H3.a	<p>What direction and supervision have instructional paraprofessionals received from a teacher who meet the State’s licensing requirements for the subject and grade?</p>	<p>Required content: paraprofessionals work in close and frequent proximity to a teacher with a license or State Board permission for the assigned subject and grade</p> <ul style="list-style-type: none"> <input type="checkbox"/> an appropriately licensed teacher plans the activities implemented by the paraprofessional <input type="checkbox"/> the teacher completes progress monitoring and other analysis of student achievement <p>Documentation method(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> staff schedules <input type="checkbox"/> activity plans being implemented by the paraprofessional <input type="checkbox"/> records of completed progress monitoring <input type="checkbox"/> other documentation containing required content 			

I Financial Management

I1 Personnel Costs

	Requirement	Guidance / Clarification	C	NC	NA
	<p>The LEA ensures that charges to Federal funds for salaries and wages are based on records that accurately reflect the work performed.</p> <p>2 CFR 200.430-431; §200.302</p>	<ol style="list-style-type: none"> 1. Regulations do not prescribe the format for documenting work activity, the frequency of completion nor the individual who verifies the accuracy. 2. Budget estimates may be used for interim accounting purposes as long as the estimates approximate the actual work activity and the final amount charged is adjusted as needed to accurately reflect the work performed. 3. Salaried employees should report percentages of time if not working a set number of hours each day or pay period. 4. Work activity records and corresponding reconciliations must be stored in the district’s official records (i.e. Business Office or Human Resources). 			
	Required Activity	Evidence Demonstrating Compliance	YES	NO	NA
<p>I1.a</p>	<p>How has the district maintained reasonably accurate records of the work performed by employees paid all or in part with Federal funds?</p>	<p>Required documentation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> list of all employees paid with Title I, Part A and/or Title II funds <input type="checkbox"/> completed work activity records for employees the monitor selects from the list <p>Required content:</p> <ul style="list-style-type: none"> <input type="checkbox"/> total work activity for which the employee was paid by the district <ul style="list-style-type: none"> <input type="checkbox"/> non-exempt/hourly employees (i.e. paraprofessionals) report the total number of hours worked each day <input type="checkbox"/> actual time worked on each federal and, as applicable, non-federal activity or cost objective to support the distribution of salary or wages <input type="checkbox"/> time period reported is frequent enough to ensure reasonable accuracy and coincides with one or more pay periods <input type="checkbox"/> after-the-fact verification by the employee or another with first-hand knowledge of the employee’s actual work activity <p>Additional documentation method(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work schedules or other documentation of work activity 			
<p>I1.b</p>	<p>How has the district used records of actual work activity to ensure that charges to Federal funds are accurate, allowable and properly allocated?</p> <p><i>[See also item 14: Allowable Costs.]</i></p>	<p>Required documentation (in addition to work activity records):</p> <ul style="list-style-type: none"> <input type="checkbox"/> general ledger of Title I/401 and Title II/414 personnel expenditures <input type="checkbox"/> labor reports or payroll reports indicating distribution of charges <p>Required content:</p> <ul style="list-style-type: none"> <input type="checkbox"/> expenditures and their distribution are consistent with actual work activity, having been periodically reconciled and adjusted as necessary <p>Additional documentation method(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> journal entries or other documentation of reconciliation <input type="checkbox"/> other documentation demonstrating internal controls 			

I Financial Management

12 Non-personnel Costs

	Requirement	Guidance / Clarification	C	NC	NA
	<p>The LEA maintains sufficient records for non-personnel charges to Federal funds consistent with standards for procurement and financial management.</p> <p>2 CFR 200.318-324; 200.302-303; Minn.Stat. §471.345</p>	<p>1. If the district does not have separate written procedures for reimbursement of expenses or use of credit cards, such expenditures must comply with the district's general procurement procedures.</p> <p>2. Procurement Methods and Thresholds:</p> <p>a. State cooperative purchasing program.</p> <p>b. Purchases up to \$10,000 ("micro-purchases") do not require competitive quotations but must be equitably distributed among qualified suppliers.</p> <p>c. Purchases of more than \$10,000 up to \$175,000 require documented price or rate quotations from at least two qualified sources when possible. [If not, see information about noncompetitive purchases.]</p> <p>d. Purchases over \$175,000 require publicized requests for competitive proposals/bids.</p> <p>e. Noncompetitive purchases over \$10,000 are only allowed when at least one of the circumstances listed in 2 CFR 200.320(f) are met.</p>			
	Required Activity	Evidence Demonstrating Compliance	YES	NO	NA
12.a	<p>How has the district maintained records and effective internal controls for the procurement of goods and services charged to Federal funds?</p> <p><i>[See also item 14: Allowable Costs.]</i></p>	<p>Required documentation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> district procurement procedures with required steps in purchasing goods and services including use of credit cards (p-cards) and reimbursements <input type="checkbox"/> general ledger of Title I/401 and Title II/414 non-personnel expenditures <input type="checkbox"/> supporting documentation for purchases the monitor selects from ledger <p>Required content:</p> <ul style="list-style-type: none"> <input type="checkbox"/> pre-approval of obligation (requisition, purchase order, agreement, registration, etc.) by authorized administrator <input type="checkbox"/> invoice <input type="checkbox"/> reconciliation of the invoice with the pre-approval documentation, resulting in an authorization for payment <input type="checkbox"/> proof of completed payment <input type="checkbox"/> reported expenditures were accurate and properly allocated <input type="checkbox"/> compliance with district's procurement procedures consistent with Federal and State requirements 			
12.b	<p>How has the district ensured full and open competition for procurement over \$3,500?</p>	<p>Additional required content:</p> <ul style="list-style-type: none"> <input type="checkbox"/> multiple quotes, when required, and justification for the choice of vendor <input type="checkbox"/> condition(s) met when using noncompetitive procurement 			

I Financial Management

13 Asset Management

	Requirement	Guidance / Clarification	C	NC	NA
	<p>The LEA adequately safeguards all items purchased with Title funds and assures their use for Title-funded activities.</p> <p>2 CFR 200.302(b)(4), §200.313</p>	<p>1. OMB Uniform Grant Guidance definitions:</p> <ul style="list-style-type: none"> a. Supplies (including computing devices) are all tangible property other than those described in §200.33 Equipment. [2 CFR §200.94] b. Equipment has a useful life of more than one year and a per-unit acquisition cost of \$5,000 or a lower threshold if established by the district. [2 CFR §200.33] <p>2. Computing devices and other technology are generally considered sensitive or attractive assets which warrant specific attention.</p>			
	Required Activity	Evidence Demonstrating Compliance	YES	NO	NA
13.a	<p>How has the district ensured that all items purchased with Title funds are protected, maintained and available for the exclusive use in Title IA and Title II activities?</p>	<p>Required documentation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> list and status of technology and other sensitive items purchased with Title funds in current and past years <input type="checkbox"/> district policy defining equipment, if applicable <input type="checkbox"/> inventory of equipment purchased with Title funds, if applicable <p>Observations and required content (best practices):</p> <ul style="list-style-type: none"> <input type="checkbox"/> records identify the location of and/or staff responsible for technology and other sensitive items purchased with Title funds <input type="checkbox"/> items labeled as district property purchased with Title funds <input type="checkbox"/> items stored securely when items are not in use <input type="checkbox"/> record of maintenance as needed to keep items in use <input type="checkbox"/> items purchased with Title funds observed in use in Title-funded activities <input type="checkbox"/> records for disposal of items no longer usable for Title-funded activities <p>Required content for purchases defined as equipment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> property inventory includes all information required in 2 CFR §200.313 including but not limited to location and condition <input type="checkbox"/> inventory was updated at least once in the past two years <p>Additional documentation method(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> district asset management procedures and/or system 			

I Financial Management

14 Allowable Costs

	Requirement	Guidance / Clarification	C	NC	NA
	<p>The LEA ensures that all expenditures are allowable and conform to the terms and conditions of the Federal award.</p> <p>2 CFR 200.302(b)(7), Subp.E (Cost Principles); ESSA §1118, §2103, §1114(b)(7), §1115(b)(2);</p> <p>SERVS Application General Assurances</p> <p>EDGAR 76.563-565, 76.707-710</p>	<ol style="list-style-type: none"> Determination of allowable costs is generally based on documentation made available for other requirements such as B2, C1 and C2, E4, I1 and I2. Gifts, gift cards, incentives and entertainment are generally not allowed. ESSA §1118(b)(3)(A) states that <i>no district shall be required to identify that an individual Title I cost or service is supplemental</i>. This may not apply to some district and administrative costs (<i>See 14.c for example</i>). All Title II costs must be supplemental. When hosting a meeting, the district may only use Title funds to provide food for staff when necessary and reasonable and must carefully document its justification in using federal funds for this purpose including any cost savings that result from working through lunch. Any travel reimbursement which exceeds the rates in the Commissioner’s Plan must be paid with local funds. (<i>See 14.d</i>) 			
	Required Activity	Evidence Demonstrating Compliance	YES	NO	NA
14.a	Did the district use Title funds for necessary, reasonable costs in performance of the award, consistent with Federal Cost Principles and the district’s own written allowable cost procedures?	<p>Required content:</p> <p><input type="checkbox"/> All costs were necessary, reasonable, allowable and allocable to the Federal awards</p> <p>Additional documentation and content:</p> <p><input type="checkbox"/> documentation of prior funding source approval when required</p>			
14.b	Did the district use Title funds as stated and approved in the SERVS funding applications and in compliance with the required assurances?	<p>Required content:</p> <p><input type="checkbox"/> Title I funds in a TARGETED ASSISTANCE program (including a non-public school) were used to only benefit identified students and their families</p> <p><input type="checkbox"/> Title I funds in a SCHOOLWIDE program were used to support school improvement activities articulated in the Schoolwide plan</p> <p><input type="checkbox"/> Title II funds were used to recruit and retain highly qualified staff, reduce class size, and/or provide high-quality, sustained professional development</p> <p><input type="checkbox"/> Title I and Title II funds were used as approved in the funding application</p>			
14.c	Did the district use Title funds to supplement and not supplant district and school leadership ?	<p>Required content:</p> <p><input type="checkbox"/> Title funds were not used for any cost of district administration that would exist in the absence of the federal award</p>			
14.d	Did the travel reimbursement rates paid with Federal funds not exceed State of Minnesota restrictions?	<p>Required content:</p> <p><input type="checkbox"/> Actual and necessary travel reimbursement paid with federal funds did not exceed rates in the current Commissioner’s Plan (Chapter 15) published by Minnesota Dept. of Management and Budget (MMB).</p>			

I Financial Management

15 Equitable Expenditures for Nonpublic Participants

	Requirement	Guidance / Clarification	C	NC	NA
	<p>The LEA makes available the equitable share of Title funds to provide comparable services to eligible students, families and teachers in participating nonpublic schools.</p> <p>ESSA §1117(a)(4); §1117(d) and §8501</p>	<ol style="list-style-type: none"> In consultation with nonpublic school officials, the district is responsible for expending the funds necessary to provide comparable services in all categories required to be shared on an equitable basis. Title funds allocated for equitable services may be used to pay reasonable and necessary stipends but may not be used to pay any portion of a nonpublic school teacher’s salary nor for substitute teachers. Professional development costs for the Title I service provider should not be paid with funds required to provide equitable services. 			
	Required Activity	Evidence Demonstrating Compliance	YES	NO	NA
<p>15.a</p>	<p>How did the district ensure that Title I and Title II funds for equitable services were obligated and expended in the fiscal year in which funds were received?</p>	<p>Required documentation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> General ledger report(s) of Title I and Title II expenditures (as requested for Items 11 and 12) identifying nonpublic services <p>Required content:</p> <p>In the most recently completed fiscal year, the district expended the equitable share of</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I funds to provide equitable services to eligible nonpublic school students [See also item E4.a.] <input type="checkbox"/> Title I funds reserved, if required, for parent and family engagement [See also items E5 and 16.] <input type="checkbox"/> Title II funds for professional development to improve academic achievement of all students 			
<p>15.b</p>	<p>How did the district administer and maintain control of Title I and Title II funds used for the equitable expenditures?</p> <p>[See also item E2.a.]</p>	<p>Additional required documentation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supporting documentation for expenditures (as requested for Items 11 and 12) in providing nonpublic services <p>Required content:</p> <ul style="list-style-type: none"> <input type="checkbox"/> district approved each use of Title I or Title II funds consistent with agreement(s) following consultation with nonpublic officials [See E1.b] <input type="checkbox"/> district ordered, received, labeled, delivered and maintained control of items purchased with Title funds <input type="checkbox"/> district directly payed public school employee(s), contractors/vendors and nonpublic school staff for allowable expenses and never made payment to the nonpublic school or a religious organization 			

I Financial Management

16 Required Set-Aside for Parent and Family Engagement

	Requirement	Guidance / Clarification	C	NC	NA
	An LEA reserves at least one percent of its Title I, Part A allocation (if more than \$500,000) for parent and family engagement and distributes at least 90 percent of the required set-aside to schools receiving Title I funds. ESSA §1116(a)(3)	<ol style="list-style-type: none"> If any funds reserved for parent involvement are in excess of the required amount (or reserved when not required), the LEA may retain the excess set-aside for district-level parent involvement activities. Parents must be involved in decisions about any Title I funds reserved for parent and family engagement. <i>[See item F4.c.]</i> 			
	Required Activity	Evidence Demonstrating Compliance	YES	NO	NA
16.a	How did the district ensure that at least one percent of its Title I Part A allocation was expended to support parent and family engagement? <i>[See also item F1.a.]</i>	<p>Required documentation:</p> <input type="checkbox"/> General ledger report(s) of Title I expenditures (as requested for Items I1 and I2) identifying family engagement activities			
		<p>Required content:</p> <input type="checkbox"/> In the most recently completed fiscal year, at least one percent of the Title I, Part A allocation was expended to support activities consistent with the district parent and family engagement policy			
16.b	How did the district ensure that at least 90 percent of the required set-aside for family engagement was expended by schools receiving Title I funds (including preschool and services for nonpublic school students)? <i>[See also items F1.b and E5.]</i>	<p>Additional required content:</p> <input type="checkbox"/> In the most recently completed fiscal year, at least 90 percent of the required reservation of Title I funds for parent and family engagement was expended by schools receiving Title I funds (including preschool programs and services for nonpublic school students)			