

# **Arkansas Division of Elementary & Secondary Education Office of Federal Programs**

## **ESSA-Funded Programs to LEAs Programmatic and Financial Monitoring Process and Procedures**

School Year 2025-2026



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## **Introduction**

This Federal Programs Programmatic and Fiscal Monitoring Guide was developed to provide a comprehensive review of the federal programs monitoring process with tools from federal granting authorities. The purpose of this tool is to provide uniform guidance for subrecipient monitoring. It is intended to be used by the Division of Elementary and Secondary Education (DESE) to make determinations about whether or not grant purposes are being met, to identify issues prior to an LEA audit and to provide clarification of program requirements and expectations. Not all federal programs or items are applicable to all recipients.

Monitoring is the regular and systematic examination of a state's administration and implementation of a federal education grant, contract, or cooperative agreement. Monitoring the use of federal funds, in accordance with 2 C.F.R. § 200.500, assures compliance with applicable federal requirements and ensures that all children have an equitable opportunity to obtain a high-quality education. The monitoring process is designed to assess the degree to which program requirements are being fulfilled.

## **Tiered Monitoring Process and Procedures**

Districts will be identified to participate in DESE's monitoring process based on relative programmatic and/or fiscal risk(s). DESE's monitoring process will leverage a collaborative, cross-program approach to provide support to districts. These supports will be designed to integrate programmatic and fiscal data to address areas in need of improvement. The monitoring process is designed to assess the degree to which program requirements are being fulfilled so DESE can make recommendations when appropriate. In addition, it provides an opportunity for DESE to provide technical assistance and guidance to LEAs in order to strengthen their program administration and improve the quality of programs and projects being implemented. As a pass-through agency for federal funds, DESE is required to conduct compliance reviews to ensure that subgrants of federal program funds to LEAs are used in accordance with the purposes of the authorizing statute (2 C.F.R. § 200.331). DESE will complete a yearly risk analysis for each LEA to determine their level of risk. LEAs will have an opportunity to receive guidance and technical assistance through the tiered monitoring process. From this process, the LEA will be informed of the grant status by notice of substantial compliance, request for clarification of information, or additional data as needed for review.

### **Tier 1 - Desk Monitoring Process**

Desk monitoring begins an annual review of federal grant applications and budgets. For each of the federally funded educational entitlement programs, LEAs submit grant applications and accompanying documents to the DESE through Indistar. Based on this desk monitoring, LEAs will be notified when a grant application is substantially compliant or a request will be made to the LEA for additional information. This request will be made in order to achieve clarifying information regarding portions of the application or budget and to reveal the possibility of a potential area of non-compliance. LEAs will have an opportunity to receive guidance and technical assistance.

### **Tier 2 - Request Additional Information**

The LEA will be notified of content within the program description and/or budgets which do not meet the necessary standards to achieve substantial compliance. The LEA will be asked to address the items and submit the necessary additional information. These newly submitted documents will once again be desk monitored in an effort to ascertain the LEA's compliance status. It is recognized, and expected, that the LEA may require technical assistance.

### **Tier 3 - Deeper Dive into Data or Evidence**

In the event that a deeper dive becomes necessary, the LEA will be notified in writing of the specific circumstances and the recommended remedies required to move the grant to a point of substantial compliance. This may require the submission of additional documentation from the LEA, more intensive technical assistance, a site visit by DESE staff, or other remedies determined in consultation with the LEA.

### **Tier 4 - On-Site or Virtual Monitoring Process**

An onsite or virtual monitoring of an LEA can occur based on:

1. Identified Risks - An assessment will be conducted annually to identify LEAs with higher risk factors;
2. Difficulty resolving issues during desk monitoring;
3. A request from the Superintendent or Commissioner of DESE
4. Through a random sampling of at least twenty-five districts not identified as high risk.

### **Procedures for On-Site or Virtual Review:**

1. **Entrance Conference:** An entrance conference (virtually or in person) is held with the superintendent and other district personnel. The meeting acquaints LEA staff with the DESE team and provides an opportunity to familiarize district staff with the purpose and goals of the visit.
2. **Review:** Interviews with appropriate program personnel or staff members and a review of additional documentation gathered is conducted on-site or virtually. This may also include interviews with non-public school staff, multi-district consortium members and parents and/or other stakeholders if issues are noted during the site visit that warrant further investigation. The DESE Monitoring Team will utilize the monitoring indicators to interview the LEA during the on-site monitoring review.
3. **Exit Conference:** The monitoring team will hold an exit conference (virtually or in person) with the superintendent and other district personnel. The DESE monitoring team will summarize the monitoring activities, the potential findings and the timeline for developing the monitoring report.
4. **Monitoring Report:** Within ten business days of the exit conference, the monitoring report will be issued to the superintendent. The LEA will have ten business days to complete and submit the necessary documentation listed in the corrective actions (if applicable). Documentation/evidence received from the LEA during this time will be reviewed for compliance. If all documentation is deemed complete and compliant, a final compliance letter will be issued within thirty business days of the exit conference. DESE reserves the right to alter the timeline to fully collect necessary data. The LEA will be notified if an extended timeline is required.
5. An LEA that does not respond to the report within the established timeline or fails to comply, the Federal awarding agency or pass-through entity may take one or more of the following actions, as appropriate in the circumstances (2 C.F.R. § 200.338 Remedies for Non-compliance):
  - a. Temporarily withhold cash payments pending correction of the deficiency by the non-Federal entity or more severe enforcement action by the Federal awarding agency or pass-through entity;
  - b. Disallow (that is, deny both use of funds and any applicable matching credit for) all or part of the cost of the

activity or action not in compliance;

- c. Wholly or partly suspend or terminate the Federal award;
- d. Initiate suspension or debarment proceedings as authorized under 2 C.F.R. §180 et seq. and Federal awarding agency regulations (or in the case of a pass-through entity, recommend such a proceeding be initiated by a Federal awarding agency);
- e. Withhold further Federal awards for the project or program; or
- f. Take other remedies that may be legally available which may include a designated level of fiscal distress.

Upon taking any remedy for non-compliance, the Federal awarding agency must provide the non-Federal entity an opportunity to object and provide information and documentation challenging the suspension or termination action, in accordance with written processes and procedures published by the Federal awarding agency. The Federal awarding agency or pass-through entity must comply with any requirements for hearings, appeals or other administrative proceedings to which the non-Federal entity is entitled under any statute or regulation applicable to the action involved. (2 C.F.R. § 200.341 Opportunities to object, hearings and appeals)

### **Risk Assessment**

A risk assessment will be completed annually to assist DESE in identifying districts which may be at risk of not being in compliance with federal laws or requirements. Evidence for the risk assessment will be collected throughout the school year and scores updated to reflect new information. All LEAs earning 50 points or more on the risk assessment will be considered high risk for onsite monitoring.

<b>Risk Criteria</b>	<b>Value</b>	<b>Points Earned</b>
District had a private audit	30	
District had a prior year audit finding	20	
District has been identified as fiscal distress or early intervention	20	
District has been late in submitting preliminary or final budget in Indistar	15	
District has been late in submitting a required report	15	
District was late in uploading required monitoring documents into Indistar by December 2, 2024	15	
District had expired federal funds during previous year	10	
District has a new bookkeeper	10	
District has a new superintendent	10	
District has not participated in an onsite monitoring in the last five (5) years	5	
<b>TOTAL POINTS</b>	<b>150</b>	



## Grant Descriptions

**Title I, Part A - Improving the Academic Achievement of the Disadvantaged** - The purpose of this title is to provide all children a significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. Section 1001. (20 U.S.C. § 6301)

**Title I, Part C - Education of Migratory Children** - The purposes of this part are intended to:

- (1) Assist States in supporting high-quality and comprehensive educational programs and services during the school year and, as applicable, during summer or intersession periods, that address the unique educational needs of migratory children;
- (2) Ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and challenging State academic standards;
- (3) Ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic standards that all children are expected to meet;
- (4) Help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to succeed in school; and
- (5) Help migratory children benefit from State and local systemic reforms. Title I, Part C, Section 1301, 20 U.S.C. § 6391 et seq.

**Title I, Part D - Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At-Risk** - The purposes of this part are intended to:

- (1) Improve educational services for children and youth in local, tribal, and state institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging state academic standards that all children in the state are expected to meet; and
- (2) Provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment; and (3) to prevent at-risk youth from dropping out of school, and to provide dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education. Title I, Part D, Section 1401, 20 U.S.C. §§ 6421-6472.

**Title II, Part A - Supporting Effective Instruction** - The purpose of this title is to provide grants to State educational agencies and subgrants to local educational agencies to:

- (1) Increase student achievement consistent with the challenging State academic standards;
- (2) Improve the quality and effectiveness of teachers, principals, and other school leaders;
- (3) Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
- (4) Provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

Title II, Part A, Section 2001, 20 U.S.C. § 6611 et seq.

**Title III, Part A - Language Instruction for Limited English Proficient and Immigrant Students** - The purposes of this part are intended to:

- (1) Help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;
- (2) Assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging State academic standards that all children are expected to meet;
- (3) Assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth;
- (4) Assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings; and
- (5) Promote parental, family, and community participation in language instruction educational programs for English learners' parents, families, and communities. Title III, Part A, Section 3102, 20 U.S.C. § 6812.

**Title III, Part A - Recent Immigrant Grant** - The purpose of this part is to provide enhanced instructional opportunities for immigrant children and youth, which may include:

- (1) Family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children;

- (2) Recruitment of, and support for, personnel, including teachers and paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth;
- (3) Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;
- (4) Identification, development, and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with awarded funds;
- (5) Basic instructional services that are directly attributable to the presence of immigrant children and youth in the local educational agency involved, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instructional services;
- (6) Other instructional services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and
- (7) Activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents and families of immigrant children and youth by offering comprehensive community services. Title III, Section 3115(e)(1)(A-G), 20 U.S.C. § 6825(e)(1).

**Title IV, Part A - Student Support and Academic Enrichment (SSAE)** - The purpose of this subpart is to improve student's academic achievement by increasing the capacity of States, local educational agencies, schools, and local communities to:

- (1) Provide all students with access to a well-rounded education;
- (2) Improve school conditions for student learning; and
- (3) Improve the use of technology in order to improve the academic achievement and digital literacy of all students. Title IV, Part A Section 4101, 20 U.S.C. § 7111.

**Title IV, Part B – Nita M. Lowey 21st Century Community Learning Centers (21st CCLC)** - The purpose of this part is to provide opportunities for communities to establish or expand activities in community learning centers that:

- (1) Provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards;
- (2) Offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts,

music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; and

(3) Offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development. Title IV, Part B Section 4201, 20 U.S.C. § 7171. (Title IV, Part B is not included within the on-site monitoring tool. The monitoring tool for Title IV, Part B is located on the DESE 21st CCLC website and in Indistar. It is only applicable for LEAs with Title IV, Part B Programs - 21st CCLC.)

**Title V, Part B - Rural Education Achievement Program** - The purpose of this part is to address the unique needs of rural school districts that frequently:

- (1) Lack the personnel and resources needed to compete effectively for Federal competitive grants; and
- (2) Receive formula grant allocations in amounts too small to be effective in meeting their intended purposes. Title V, Part B Section 5201 and 5202, 20 U.S.C. §§ 7341 and 7341a. (Title V, Part B is not included within the on-site monitoring tool. This information is obtained during the desk monitoring process.)

**Equitable Services** – The Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015, requires a participating Local Educational Agency (LEA) to provide eligible children attending private elementary and secondary schools, their teachers and their families with services or other benefits that are equitable to those provided to eligible public school children, their teachers, and their families. These services are considered supplemental assistance to address the specific needs of eligible students attending private schools, their families, and their teachers rather than the general needs of a private school.

**Title IX, Part A of the McKinney-Vento Homeless Assistance Act** – This Act guarantees educational rights and supports for students experiencing homelessness, and seeks to remove any barriers these students may face in succeeding in school. The McKinney-Vento Act is designed to address the challenges that homeless children and youths have faced in enrolling, attending, and succeeding in school. 42 U.S.C. § 11431 et seq.



## List of Required Uploads for SY 2025-2026

As part of the Desk Monitoring review, all LEAs must **upload the following documents into the 2025-2026 folder in Indistar by December 2, 2025**, unless otherwise noted.

### Overarching Programmatic Requirements:

- AR App ESSA & IDEA Assurances & GEPA Statement upload due 6/28/2025.
- AR App Workbook upload due 6/28/2025.
- Federal Programs Budget Worksheet upload due 6/28/2025.
- LEA's Travel Reimbursement policy 2 C.F.R. § 200.474(b).

### Title I, Part A

- List of names of committee members for each Title I school and their titles.

### Title I, Part C

- Migrant Time verification forms. Upload into the Migrant 2025-26 folder in Indistar.

### Title I, Part D

- Annual Delinquent child count (s) in the 2025-2026 Delinquent Folder.
- Delinquent Evaluation data sheet(s) and evaluation report in the 2025-2026 Delinquent Folder.

**Title II, Part A**

- A completed copy of the retention and recruitment plan uploaded into the 2025-2026 folder in Indistar

**Title III, Part A - Language Instruction**

- No additional documents are required.

**Title III, Part A - Recent Immigrant Grant**

- Grant Application in Indistar must describe all uses of funds and align with the uploaded budget. Upload into the 2025-2026 folder in Indistar by 1/23/2026.

**Title IV, Part A**

- Grant Performance Report completed in Indistar. Due 6/23/26 for 2025-26 school year.

**Title IV, Part B**

- No additional documents are required.

**Title V, Part B**

- Upload in Indistar one piece of evidence on how Title V was used to supplement Title I, II, III, or IV or used as Title V. The evidence for Titles I, II, III, IV should be an invoice noting which title the invoice represents. However, if using Title V as Title V for family/parent engagement, evidence may include minutes with sign in sheets (with dates) and/or an invoice for supplies related to the family/parent engagement.

\*If Title II or Title IV are transferred to another title then Titles II and IV may not be used to supplement Title V.

**Equitable Services**

- Affirmation of Consultation with Private School Officials uploaded into the 2025-2026 Form Uploads folder in Indistar by May 1, 2025.

**Title IX McKinney-Vento**

- • Evidence of written procedures for enrolling homeless children. Upload into the 2025-2026 folder in Indistar if not submitted during the 2024-2025 school year.

- Certificates of attendance for the district liaison from the following: State Conference; Training at Educational Cooperatives; and Other training.



## Overarching Programmatic Requirements

Title I, Part A; Title I, Part C; Neglected and Delinquent; Title II, Part A; Title III, Part A;  
Title IV, Part A; Title IV, Part B; Title V, Part B; Title IX, Part A; ESSER I; ESSER II; ARP ESSER; ARP Homeless I; ARP Homeless II

	Monitoring Indicators	Suggested Documentation for Monitoring and Records Retention
1	LEA completes an <b><u>annual comprehensive needs assessment</u></b> .	Evidence that each school completed an annual comprehensive needs assessment and that the district considered these needs when completing the LEA's needs assessment and prioritizing how Federal funds will be utilized during the school year. <b>This should be maintained in each building.</b> (For districts with neglected and delinquent facilities, please be sure to include those facilities in the annual needs assessment.)
2	LEA <b><u>GEPA statement</u></b> . Section 427 of the General Education Provisions Act	Evidence of what steps the LEA has taken to identify which barriers may prevent program beneficiaries from such access or participation in the Federally-funded project or activity. <b>Maintained on file in the district.</b>
3	LEA shall develop its <b><u>application through consultation</u></b> with parents, teachers, and other stakeholders with demonstrated expertise in programs and activities designed to meet the purpose of this subpart.	Stakeholder Consultation: <ul style="list-style-type: none"> <li>• For Title I: Meeting minutes showing dates and times, Meeting agendas and Sign-in sheets with names and roles of the attendees: should include all of the minimum stakeholders mentioned in ESSA §1112 &amp; §1114. <b>Maintain on file.</b></li> <li>• For Title II: Meeting minutes showing dates and times. <b>Maintain on file, produce on request for monitoring.</b> Meeting agendas. <b>Maintain on file.</b> Sign-in sheets with names and roles of the attendees: should include all of the minimum stakeholders mentioned in ESSA 2102(b)(3). <b>Maintain on file, produce on request for monitoring</b></li> <li>• For Title IV: Evidence should include meeting minutes and agendas. <b>Maintain on file, produce on request for monitoring</b></li> </ul>

Records retention is required for federal monitoring purposes. The above indicators must be documented in some form/format. If an LEA chooses to document in a manner other than is suggested, the LEA must provide clear and acceptable documentation for the identified indicators. The evidence must be maintained and available for SEA monitoring purposes upon request.

**Green:** documents that the LEA needs to elaborate on in the application. **Purple:** documents that the LEA needs to maintain records on file at the local level.

**Red:** documents that the LEA needs to be uploaded to Indistar, or otherwise provided to the state. **Blue:** Internal ADE-DESE review.

## Overarching Programmatic Requirements

Title I, Part A; Title I, Part C; Neglected and Delinquent; Title II, Part A; Title III, Part A;  
Title IV, Part A; Title IV, Part B; Title V, Part B; Title IX, Part A; ESSER I; ESSER II; ARP ESSER; ARP Homeless I; ARP Homeless II

	Monitoring Indicators	Suggested Documentation for Monitoring and Records Retention
4	LEA maintains <b><u>security</u></b> that ensures all applicable technology, networks, passwords and student data is safe, secure and password protected. ESSA § 8545(a)(1-4). 20 U.S.C. § 7925	Evidence of the LEA's information technology security plan and/or Disaster Recovery Plan which includes protection for student privacy. <b>Maintained on file in the district.</b>
5	The LEA ensures that <b><u>inventory controls</u></b> are in place and that property and equipment are inventoried and monitored. 2 C.F.R. § 200.313(d)(1)  The LEA ensures that private schools are offered the same monitoring and inventory controls for Federally-owned property as public school sites. 2 C.F.R. § 200.312(a) and § 200.313(2)(A)	Evidence of an updated inventory listing for each Federal Program. <b>Maintained on file in the district.</b>  <b>Provide evidence, on request, that inventory check has been performed within the last two years.</b>
6	LEAs maintains and <b><u>retains all required records</u></b> that fully show the amount of federal funds, how the LEA used the funds, the total costs of Federally supported projects, the share of costs provided from other sources, records to show compliance with program requirements, and any other records needed to facilitate an effective audit. The LEA must also take reasonable measures to safeguard and protect Personally Identifiable Information (PII). 2 C.F.R. § 200.303(e); 2 C.F.R. § 200.333; 2 C.F.R. § 200.336(a); 34 C.F.R. § 76.730-731	Evidence of a district records retention policy which states that all Federal Program records will be maintained for a minimum of three years from the expiration of grant funds.  Provide evidence, if requested, that records have been retained for all federal funds according to policy. <b>This should be maintained at district.</b>

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## Overarching Programmatic Requirements

**Title I, Part A; Title I, Part C; Neglected and Delinquent; Title II, Part A; Title III, Part A;  
Title IV, Part A; Title IV, Part B; Title V, Part B; Title IX, Part A; ESSER I; ESSER II; ARP ESSER; ARP Homeless I; ARP Homeless II**

	Monitoring Indicators	Suggested Documentation for Monitoring and Records Retention
7	<p>LEA must ensure that <u>site allocations</u> are made in accordance with applicable statutory requirements. Section 20 U.S.C. § 6333(a)(2)(A)</p> <p>Federal written procedures are in place. 2 C.F.R. § 200.302(b)(7)</p>	<p>Provide written policies and procedures for the following in accordance with Uniform Grant Guidance:</p> <ol style="list-style-type: none"> <li>1. Financial Management System 2 C.F.R. § 200.302(b)(1-4)</li> <li>2. Cash Management System 2 C.F.R. § 200.302(6)</li> <li>3. Allowability of Costs 2 C.F.R. § 200.302(6); §200.403-405</li> <li>4. Procurement 2 C.F.R. § 200.318(a)</li> <li>5. Conflict of Interest 2 C.F.R. § 200.318(c)(1)</li> <li>6. Method of Conducting Technical Evaluations of Proposal 2 C.F.R. § 200.320(d)(3)</li> <li>7. Travel Reimbursement 2 C.F.R. § 200.474(b). <b>Upload policy into the 2025-2026 folder in Indistar.</b></li> <li>8. Property Records (District) 2 C.F.R. § 200.313</li> </ol> <p><b>All these should be maintained at the district level, and any/all submitted to DESE upon request.</b></p>

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## Overarching Programmatic Requirements

Title I, Part A; Title I, Part C; Neglected and Delinquent; Title II, Part A; Title III, Part A;

Title IV, Part A; Title IV, Part B; Title V, Part B; Title IX, Part A; ESSER I; ESSER II; ARP ESSER; ARP Homeless I; ARP Homeless II

	Monitoring Indicators	Suggested Documentation for Monitoring and Records Retention
8	<p><b><u>Maintenance of Effort and Comparability</u></b>: Each LEA shall have either the combined fiscal effort per student or the aggregate expenditures of the LEA and the State with respect to the provision of free public education by the agency for the preceding fiscal year was not less than 90 percent of the combined fiscal effort or aggregate expenditures for the second preceding fiscal year. ESSA § 8521</p> <p>Each LEA shall use State and local funds in schools served under this part to provide services that, taken as a whole, are at least comparable to services in schools that are not receiving funds under this part. ESSA § 1118(c)(1)(A)</p>	Provide evidence of expenditures: SEA computes MOE for LEAs. SEA requests additional information from LEA as applicable. <b>This is reported on DESE website. District should maintain a copy of letter on file at local level that shows compliance with MoE and comparability.</b>
9	<p><b><u>Supplement not Supplant</u></b>: The LEA must ensure that Federal program funds are used to supplement, not supplant State and local funds. ESSA §1114(a)(3)(B); ESSA §3115(g)</p>	Keep written methodology <b>(if applicable)</b> (District - Indistar) This should be reviewed and updated yearly if needed. <b>This should be maintained at district.</b>
10	<p>Document employee's <b><u>time and effort</u></b> whose salary and wages are supported, in whole or in part, with federal funds. Personnel are verified. 2 C.F.R. §200.430(i)</p>	<b>Maintain a list of all employees paid in full or in part with federal funds. From the list upload 2 employees Personnel Activity Reports (PARs - if employee is paid from more than one fund) and one employee's semi-annual certification (if employee is paid from only one federal fund source).</b>

[Records retention](#) is required for federal monitoring purposes. The above indicators must be documented in some form/format. If an LEA chooses to document in a manner other than is suggested, the LEA must provide clear and acceptable documentation for the identified

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## Title I, Part A

### Improving the Academic Achievement of the Disadvantaged

Monitoring Indicators		Suggested Documentation for Monitoring and Records Retention
11	LEA <b><u>Title I committee</u></b> selects a diverse group of members. ESSA § 1112(a)(1)(A)	<ul style="list-style-type: none"> <li>List of names of committee members for each Title I school and their titles.</li> </ul> <b>Upload into the 2025-2026 folder in Indistar.</b>
12	Title I <b><u>Targeted Assistance Programs</u></b> Student Eligibility Criteria ESSA §1115(c)	<ul style="list-style-type: none"> <li>Method used to select students</li> <li>Number of students identified for targeted assistance (School)</li> </ul> <b>Described in the application (both components)</b>
13	Title I <b><u>Schoolwide Program</u></b> , ESSA § 1114(b) (1-6)	<ul style="list-style-type: none"> <li>Comprehensive schoolwide plan; and</li> <li>Annual evaluation of plan (findings/adjustments, recommendations, etc.).</li> </ul> <b>Maintain the remaining documents on file in each SW building location.</b>
14	<b><u>Application</u></b> has been approved by DESE to include budget, activities, equity plan, schoolwide programs and/or targeted assistance programs, services for homeless students, and collaboration to ensure the educational stability of students in foster care.	<ul style="list-style-type: none"> <li>Title I application included in the AR App. <b>Described in the application</b></li> <li>Preliminary Budget. <b>Upload into the 2025-2026 folder in Indistar.</b></li> <li>Federal Assurances. <b>Upload into the 2025-2026 folder in Indistar.</b></li> <li>Verification of required set-aside in FGM. <b>Internal ADE-DESE review.</b></li> </ul>
15	LEA expenditures align with Federal <b><u>Program use of funds</u></b> , eFinance budget, and Indistar files (LEA assurances, budget, and application)	<p>Compare check register and detail distribution (expenditure) reports to final budgets and applications.</p> <b>Internal ADE-DESE review and interview questions or documentation requests to LEAs if needed.</b>

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**Title I, Part A**  
**Improving the Academic Achievement of the Disadvantaged**

Monitoring Indicators		Suggested Documentation for Monitoring and Records Retention
<b>Paraprofessionals</b>		
16	LEA ensures that paraprofessionals are <b>highly qualified</b> . ESSA § 1112(c)(6)	<p><b>Before hiring</b>, all Title I paraprofessionals must have a secondary school diploma or its recognized equivalent and:</p> <ul style="list-style-type: none"> <li>• 60 earned college credit hours at a regionally accredited institution of higher education are required. -or-</li> <li>• Obtained an associate's (or higher) degree -or-</li> <li>• Educational Testing Services (ETS) Parapro Assessment with a passing score of 457.</li> <li>• International Academic Credentials must be submitted accompanied by English translations (when need it) and a formal International Academic Credentials evaluation.</li> </ul> <p><b>The LEA must provide appropriate digital documentation of high qualified status for each paraprofessional following the instructions provided by the DESE Title I office no later than January via email.</b></p>
17	The LEA provides <b>professional development</b> and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments. ESSA § 1114(b)(7)(iii)(IV)	Professional development activities provided by the LEA must include professional development for paraprofessionals. <b>Maintain evidence on file.</b>

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## Title I, Part A

### Improving the Academic Achievement of the Disadvantaged

Monitoring Indicators		Suggested Documentation for Monitoring and Records Retention
<b>Neglected set-aside</b>		
18	Local facilities and local education agencies collaborate with <b><u>community stakeholders</u></b> to establish <b><u>partnerships</u></b> for effective mentoring and transition success of neglected students. ESSA § 1112(b)(10)(A).	<b>Ensure the facility has at least two partnerships.</b> Examples of partnerships <b>can be</b> : *Memorandums of Understanding(MOUs) *Partnership Agreements *Meeting Notes *Sign-in Sheets *Letters of support *Photo Diary
19	Local neglected facilities and local education agencies must <b><u>ensure that funds</u></b> are used consistently for this federal award and the State plan. ESSA § 1118(b)(1-3)	Provide an up-to-date inventory list of items purchased with Title I, Part A Neglected Funds. <b>Upload in the <u>2025-2026 Neglected Folder</u>.</b>
20	The LEA ensures the <b><u>annual child count</u></b> for the local neglected institution(s) is submitted to ADE timely. ESSA § 1124(c)(1)(B)	<b>Upload the <u>annual child count</u></b> by December 2nd in the <b><u>2025-2026 Neglected Folder</u>.</b>
21	LEA expenditures align with Federal <b><u>Program use of funds</u></b> , eFinance budget, and Indistar files (LEA assurances, budget, and application)	<ul style="list-style-type: none"> <li>• <b>Compare</b> check register and detail distribution (expenditure) reports to preliminary and final budgets and applications. <b>Internal ADE-DESE review.</b></li> </ul>

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## Title I, Part A

### Improving the Academic Achievement of the Disadvantaged

Monitoring Indicators		Suggested Documentation for Monitoring and Records Retention
<b>Homeless set-aside</b>		
22	<b>Application</b> has been approved by DESE.	• Evidence of implementation of the approved Title I, part A application.
23	<b>Set aside</b> has been completed in Federal Grants Management and included in the budget.	• Evidence that school provided services or materials to students. Evidence will consist of set-aside reflected in FGM. (Number of students identified in quarter 4 of previous school year X \$75 = minimum set-aside for current school year.) <b>Internal ADE-DESE review.</b>
24	LEA expenditures align with Federal <b>Program use of funds</b> , eFinance budget, and Indistar files (LEA assurances, budget, and application)	• Compare check register and detail distribution (expenditure) reports to final budgets and applications. <b>Internal ADE-DESE review.</b>
<b>Foster Care set-aside</b>		
25	<p>The LEA has implemented practices to ensure that any child in foster care remains in the child's <b>school of origin</b> unless a determination is made that it is not in such child's best interest. ESSA § 1111(g)(1)(E)(i).</p> <p>The LEA has implemented practices to ensure that if it is not in the child's best interest to remain in the school of origin, the child will be <b>immediately enrolled</b> in a new school even if the child is unable to produce records normally required for enrollment. ESSA § 1111(g)(1)(E)(ii).</p> <p>The enrolling LEA shall <b>immediately contact</b> the school last attended by any such child to obtain relevant academic and other records. ESSA § 1111(g)(1)(E)(iii).</p>	<p>The LEA should have <b>written procedures</b> outlining the <u>best interest determination</u> and <u>immediate enrollment</u> procedures and practices with the local child welfare agency offices. <b>Maintain evidence on file.</b></p> <p>The LEA reaches out <u>timely</u> to the previous school district to obtain <b>relevant academic and other records</b>.</p>

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## Title I, Part A

### Improving the Academic Achievement of the Disadvantaged

Monitoring Indicators		Suggested Documentation for Monitoring and Records Retention
Foster Care set-aside		
26	The LEA has appointed an individual to serve as the <b>foster care point-of-contact</b> (POC). ESSA § 1112(c)(5)(A)	Keep <b>updated identification of POC</b> in the School Personnel Directory through the LEA's SIS coordinator. <b>Internal ADE-DESE review.</b>
27	The LEA must develop clear <b>written transportation procedures</b> governing how to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of time in foster care. ESSA § 1112(c)(5)(B).	The LEA <b>creates a written transportation agreement</b> between the local child welfare agency signed and dated by the superintendent and child welfare agency representative. <b>Maintain evidence on file.</b>  Keep <b>evidence</b> of collaboration between the local child welfare agency and the local educational agency for the development of the transportation agreement which could include, but is not limited to, meeting agendas and minutes, email communication, telephone logs, or other strong sources of documentation to show evidence of collaboration. <b>Maintain evidence on file.</b>
28	The LEA has <b>optional set-aside funds</b> capabilities for foster care within their Title I, Part A budget.	Upload their preliminary and final budgets into 2025-26 Forms Upload Folder in Indistar for <b>review</b> . <b>Internal ADE-DESE review.</b>

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**Title I, Part A**  
**Improving the Academic Achievement of the Disadvantaged**

Monitoring Indicators		Suggested Documentation for Monitoring and Records Retention
Parent and Family Engagement		
29	Engagement Policy was <b>developed jointly with parents</b> , agreed upon, and disseminated to parents. ESSA §1116(a)(2)(A) and (b)(1)	<p><b>Evidence that the LEA involves parents in the development of the Engagement Policy (Maintain at least two examples.)</b></p> <ul style="list-style-type: none"> <li>• One example of a committee meeting sign-in sheet that <i>clearly identifies parents in attendance</i> and minutes from that committee meeting regarding topics related to the Engagement Policy that verify parent input</li> <li>• One example of other communications such as emails or open-response surveys regarding topics related to the Engagement Policy that verify parent input</li> </ul> <p><b>The following information should already be found on the District website or application for ADE-DESE internal review.</b></p> <ul style="list-style-type: none"> <li>• <b>Evidence of how the District Engagement Policy is disseminated to families and the community (posted to district website by August 1st)</b></li> <li>• <b>Parent-friendly summary as a supplement in student handbooks</b></li> <li>• <b>LEA's verification that it has reviewed and updated the LEA written Parent and Family Engagement policy for the current school year.</b></li> </ul>

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**Title I, Part A**  
**Improving the Academic Achievement of the Disadvantaged**

Monitoring Indicators		Suggested Documentation for Monitoring and Records Retention
Parent and Family Engagement		
30	<p>Parent notifications and information to the parents in a <b>language that is understandable</b> to the parents. ESSA §1116(b)(1)</p> <p>Including at the beginning of each school year, the LEA notifies the parents of each student about the right to request information regarding the professional qualifications of the student's classroom teachers and paraprofessionals. ESSA § 1112(e)(1)(A-B)</p>	<p><b>Evidence of communications in plain language (Maintain at least two examples.)</b></p> <ul style="list-style-type: none"> <li>• Parent and Family Engagement Policy Summary</li> <li>• School-Parent Compact (PFE-06a, PFE-06b)*</li> <li>• Announcements</li> <li>• Letters sent home</li> <li>• Meeting invitations</li> </ul> <p><b>Evidence of translated documents, if applicable. (Maintain at least two examples.)</b></p> <ul style="list-style-type: none"> <li>• Annual Parent Notice: Right to Request Teacher Qualifications (TPQ-01)* [verifying that parents were informed and received timely notification if their student has been assigned to or taught four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned].</li> <li>• School-Parent Compact (PFE-06a, PFE-06b)*</li> <li>• Parent and Family Engagement Policy Meeting, Invitation to Participate (District: PFE-01; School: PFE-02; General: PFE-12)*</li> <li>• Notice of Teacher Status (TPQ-03)*</li> <li>• Title I Schoolwide Planning Meeting invitation/notification (SW-02)*</li> <li>• District Federal Grants Planning Meeting: Invitation to Participate (FGP-01)*</li> <li>• School Improvement Meeting invitation/notification (SSI-02, SSI-03, SSI-05)*</li> <li>• Status of School Performance, Notice to Parents (SSI-01)*</li> <li>• Other correspondence to EL parents (EL-07, EL-09, EL-11, EL-13)*</li> </ul> <p>*Search <a href="#">TransAct Parent Notices</a> for document codes for editable templates in 10 languages, if needed.</p> <p><i>[LEA should maintain this evidence at the local level and have it available to upload to Indistar at the request of SEA.]</i></p>

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**Title I, Part A**  
**Improving the Academic Achievement of the Disadvantaged**

Monitoring Indicators		Suggested Documentation for Monitoring and Records Retention
Parent and Family Engagement		
31	Title I school <b>School-Parent Compact</b> to be discussed and agreed upon by the school, parent, and the student. It should outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards and is jointly developed with parents for all children receiving Title I services. ESSA §1116 (d)(1), (d)(2)(A-D)	<p><b>Evidence that each Title I school utilizes a School-Parent Compact and how it has been distributed to, discussed, and agreed upon by all stakeholders (Maintain at least one example.)</b></p> <ul style="list-style-type: none"> <li>• Copy of School-Parent Compact distributed at open house, conference, and/or beginning of the year packet</li> <li>• Link to Student Handbook with page number where School-Parent Compact is located on website</li> </ul> <p><i>*Search <a href="#">TransAct Parent Notices</a> for School-Parent Compact (PFE-06a, PFE-06b) editable templates in 10 languages, if needed.</i></p> <p><i><a href="#">[LEA should maintain this evidence at the local level and have it available to upload to Indistar at the request of SEA.]</a></i></p>
32	LEA ensures the Title I school Engagement Plan has been implemented and that each Title I school has carried out requirements to <b>build staff capacity</b> . ESSA §1116 (e)(3)	<p><b>Evidence that each Title I school educates ALL staff in the value of parent/family engagement and how to communicate and work with parents as equal partners (Maintain at least two examples.)</b></p> <ul style="list-style-type: none"> <li>• Documentation of trainings</li> <li>• Communications to staff</li> <li>• PLC meetings and/or book studies that focus on parent and family engagement practices</li> <li>• Policies in staff handbook</li> </ul> <p><i><a href="#">[LEA should maintain this evidence at the local level and have it available to upload to Indistar at the request of SEA.]</a></i></p>

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**Title I, Part A**  
**Improving the Academic Achievement of the Disadvantaged**

Monitoring Indicators		Suggested Documentation for Monitoring and Records Retention
Parent and Family Engagement		
33	LEA ensures the Title I school Engagement Plan has been implemented and that each Title I school has carried out requirements to <b>build parent capacity</b> . ESSA §1116 (e)(1-5,14)	<p><b>Evidence that the Title I school provides assistance to parents in understanding challenging state academic standards, assessments, and how to monitor students' progress (Maintain at least two examples.)</b></p> <ul style="list-style-type: none"> <li>• Detailed Title I meeting agenda/minutes/slide deck</li> <li>• One example of parent/teacher conference documentation showing how teachers work with families on these topics</li> </ul> <p><b>Evidence that the Title I school provides materials and training to help parents work with their children to improve student achievement. (Maintain at least two examples.)</b></p> <ul style="list-style-type: none"> <li>• Photos of parent resource centers or links to digital resource centers</li> <li>• Resources posted to the website, LMS, social media, etc.</li> <li>• Recordings or agendas from workshops to address literacy or math strategies</li> <li>• Tutorials/videos posted on website and/or social media</li> <li>• Materials sent home to assist parents with curriculum, assessments, or other concepts that assist with student achievement</li> </ul> <p><b>LEA verification that each school receiving Title I, Part A funds has developed and updated a written school parent and family engagement plan that contains: 1) the school parent and family engagement policy [a description of how the school will comply with the regulations that cover parent and family engagement; and 2) how school staff will work with parents to create a School-Parent Compact which identifies specific activities or shared responsibilities.</b></p> <p><b>The School Parent and Family Engagement Plan must be available to the SEA for monitoring if required.</b></p>

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**Title I, Part A**  
**Improving the Academic Achievement of the Disadvantaged**

Monitoring Indicators		Suggested Documentation for Monitoring and Records Retention
Parent and Family Engagement		
34	<p>Parents of students receiving Title I services receive <b><u>information about the school's Title I Program</u></b>. ESSA §1116(c)(1)</p> <p>At the beginning of the year, parents of participating students are informed that they have a <b><u>right to request regular meetings</u></b> to help formulate suggestions and participate in the decisions made relating to the education of their children. ESSA §1116(c)(4)(C)</p>	<p><b>Evidence that each Title I school has informed parents about the Title I program and their rights under it, by completing the following:</b></p> <ul style="list-style-type: none"> <li>• Conduct the School Annual Title I Meeting to inform parents of participating students about the school's Title I Program</li> <li>• Provide a description and explanation of the curriculum in use at the school</li> <li>• Provide information about the forms of academic assessment used to measure student progress</li> <li>• Provide information about the achievement levels of the challenging State academic standards</li> <li>• Inform parents of students receiving services that they have a right to ask for regular meetings to help formulate suggestions and participate in the decisions made about the education of their children</li> </ul> <p><b>(Maintain at least two examples.)</b></p> <ul style="list-style-type: none"> <li>• Detailed Title I meeting agenda and meeting minutes</li> <li>• Title I meeting slide deck or link to recording</li> <li>• Documentation that the meeting information was shared in other ways• P/T conferences, open house, social media, etc.</li> </ul> <p><i>[LEA should maintain this evidence for EACH Title I school at the local level and have it available to upload to Indistar at the request of SEA.]</i></p>

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**Title I, Part A**  
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Monitoring Indicators		Suggested Documentation for Monitoring and Records Retention
Parent and Family Engagement		
35	LEA <b><u>coordinates and integrates</u></b> with other Federal, State, and local programs that encourage and support parents in more fully participating in the education of their children. ESSA § 1116(e)(4)	<p><b>Evidence that the LEA coordinates and integrates parent and family engagement programs with other federal, state and local programs</b> (local early childhood, higher ed, businesses, civic groups, etc.) <b>(Maintain at least one example.)</b></p> <ul style="list-style-type: none"> <li>• Letters or other written documentation that shows how the LEA works with programs and/or community partners</li> <li>• Photos, flyers, and/or social media posts of events that include community partners</li> <li>• Detailed meeting agenda, meeting sign-in sheets, and meeting minutes of coordination planning/efforts</li> </ul> <p><i>[LEA should maintain this evidence at the local level and have it available to upload to Indistar at the request of SEA.]</i></p>
36	Parents and family members of children receiving services under Title I shall be involved in the <b><u>decisions regarding how funds reserved are allotted</u></b> for parental involvement activities. ESSA § 1116(a)(3)(B)	<p><b>Evidence the LEA has offered opportunities for parents to provide input into how the funds set aside for Engagement are spent for Title I schools</b> <b>(Maintain at least one example.)</b></p> <ul style="list-style-type: none"> <li>• Detailed Engagement or Title I meeting agenda</li> <li>• Meeting sign-in sheets and meeting minutes</li> <li>• Survey questions and results</li> <li>• Other forms of communication that demonstrate the LEA's efforts to widely solicit parent feedback on how to spend Engagement funds</li> </ul> <p><i>[LEA should maintain this evidence at the local level and have it available to upload to Indistar at the request of SEA.]</i></p>

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Monitoring Indicators		Suggested Documentation for Monitoring and Records Retention
Parent and Family Engagement		
37	LEA ensures that an <b><u>annual evaluation</u></b> of the effectiveness of the Engagement Policy/Plan and activities have been completed <b>for participating schools.</b> ESSA § 1116(a)(2)(D)(i-iii)	<p><b>Evidence the LEA has evaluated the effectiveness of the Engagement Policy/Plan for Title I schools</b></p> <p>The evaluation, conducted with meaningful involvement of parents, must identify the following:</p> <ul style="list-style-type: none"> <li>• barriers to greater participation (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)</li> <li>• the needs of parents and family members to assist with their children's learning, including engaging with school personnel and teachers</li> <li>• strategies to support successful school and family interactions</li> </ul> <p><i>(Maintain at least one example.)</i></p> <ul style="list-style-type: none"> <li>• Survey questions and methods of dissemination</li> <li>• Focus group questions and methods of dissemination</li> </ul> <p><i>[LEA should maintain this evidence at the local level and have it available to upload to Indicator at the request of SEA.]</i></p>
38	LEA should <b><u>use the annual evaluation findings</u></b> to help improve the Engagement efforts. ESSA § 1116 (a)(2)(E)	<p><b>Evidence the LEA has used the findings from the annual evaluation to design evidence-based strategies for more effective parental engagement and to revise, if necessary, the Engagement policies (Maintain at least one example.)</b></p> <ul style="list-style-type: none"> <li>• Survey results <i>with</i> meeting minutes</li> <li>• Focus group notes/minutes/reports</li> <li>• Written reports citing data indicating how the LEA will respond with policies, plans, and/or</li> </ul>

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**Title I, Part C**  
**Education of Migratory Children (if applicable)**

Monitoring Indicators		Suggested Documentation for Monitoring and Records Retention
39	<b>Application</b> has been approved by DESE to include budget, activities, inventory, required reports and evaluation of all components.	<ul style="list-style-type: none"> <li>• Provide evidence of implementation of approved application.</li> <li>• Identification and Recruitment: approved Certificate of Eligibility (COE).</li> <li>• Instructional Services: Body of Evidence forms and MEP staff schedules.</li> <li>• Parent involvement activities: agendas, sign-in sheets, and surveys.</li> </ul> <p><b>Maintain all documents on file.</b></p>
40	LEA expenditures align with Federal <b>Program use of funds</b> , eFinance budget, and Indistar files (LEA assurances, budget, and application)	<ul style="list-style-type: none"> <li>• Compare check register and detail distribution (expenditure) reports to final budgets and applications. <b>Internal ADE-DESE review and interview questions or documentation requests to LEAs if needed.</b></li> <li>• Use of funds: detail inventory, travel vouchers for all MEP employees (total miles and total travel expenses) report.</li> <li>• Parent involvement expenditures. Detail inventory. Rationale for reasonable and necessary. Evidence that the purchase does not supplant.</li> </ul> <p><b>Maintain all documents on file.</b></p> <ul style="list-style-type: none"> <li>• <b>Time verification forms. Upload into the Migrant 2025-26 folder in Indistar.</b></li> </ul>

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<b>Title I, Part D, Subpart 2 (LEAs)</b> <b>Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent or At-Risk</b>	
<b>Monitoring Indicators</b>	<b>Suggested Documentation for Monitoring and Records Retention</b>
41 Local education agencies and delinquent facilities collaborate to demonstrate how their program <u><b>coordinates with other local businesses/organizations</b></u> and State and Federal programs. ESSA § 1423(7) &1425(11)	<b>Ensure the facility has at least two partnerships. Maintain evidence on file.</b> Examples of partnerships can be: *Memorandums of Understanding(MOUs) *Partnership Agreements *Meeting Notes *Sign-in Sheets *Letters of support *Photo Diary
42 Local delinquent facilities and local education agencies must ensure that <u><b>funds are used consistently for this federal award</b></u> and the State plan. ESSA § 1424(a)	<b>Upload budget(s)</b> with descriptions into the <u><b>2025-2026 Forms Upload folder</b></u> in Indistar. <b>Internal ADE-DESE review.</b>
43 The LEA expenditures align with Federal <u><b>Program use of funds</b></u> , eFinance budget, and Indistar files (LEA assurances, budget, and application, time certifications)	• <b>Compare</b> check register and detail distribution (expenditure) reports to preliminary and final budgets and applications. <b>Internal ADE-DESE review.</b>
44 The LEA ensures the <u><b>evaluation data sheet(s) and annual child count(s)</b></u> for the local delinquent institution(s) are submitted to ADE timely. ESSA § 1431 and 1432(4)	<b>Upload the <u>annual child count (s), evaluation data sheet(s), and evaluation report</u></b> by December 2nd in the <u><b>2025-2026 Delinquent Folder</b></u> .

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## Title II, Part A

### Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders

Monitoring Indicators		Suggested Documentation for Monitoring and Records Retention
45	<p>The LEA provides <b>meaningful consultation</b> with teachers, principals, other school leaders, paraprofessionals, support personnel, parents, family, community partners, and stakeholders. ESSA § 2102(b)(3)</p> <p>The LEA <b>consults with private schools</b> within district boundaries to provide resources for professional development to the private school teachers if the private school chooses to participate.</p>	<p>Requirements found in the "Overarching Requirements" tab</p> <p>Requirements for private school consultation found in the "Equitable Services" tab</p>
46	LEAs use Title II, Part A funds for activities that are likely to increase student achievement consistent with challenging state standards.	<ul style="list-style-type: none"> <li>• LEA plan/template outlining the use of Title II, Part A funds and how these activities will be evaluated with respect to increased student achievement, growth, and readiness. <b>Maintain on file.</b></li> <li>• Copies of data collected and analyzed. <b>Maintain on file.</b></li> <li>• Other supporting evidence that correlates the activities with increased student achievement, growth, and readiness at the local level. <b>Maintain on file.</b></li> </ul>
47	<b>Application and budget</b> have been approved by DESE.	<ul style="list-style-type: none"> <li>• LEA uploads budgets with descriptions. <b>Upload into the 2025-2026 folder in Indistar.</b></li> <li>• Application includes allowable uses of funds that align with the uploaded budget.</li> </ul>
48	LEA expenditures align with Federal <b>Program use of funds</b> , eFinance budget, and Indistar files (LEA assurances, budget, and application)	<b>Compare check register and detail distribution (expenditure) reports to final budgets and application.</b>

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## Title II, Part A

### Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders

Monitoring Indicators	Suggested Documentation for Monitoring and Records Retention
<p>49 The LEA targets funds used for <b>Recruitment and Retention</b> to activities that are reasonable and necessary and that focus on recruiting, training, and retaining highly effective teachers and school leaders.</p>	<ul style="list-style-type: none"> <li>• LEA recruitment and retention plan including evidence based practices. <b>Maintain on file, produce on request for monitoring</b></li> <li>• Mentorship and on-boarding plans. <b>Maintain on file, produce on request for monitoring</b></li> <li>• Data used to determine teacher effectiveness. <b>Maintain on file.</b></li> <li>• If bonuses are utilized, document how the bonuses are related to teacher and/or school leader effectiveness. <b>Maintain on file.</b></li> <li>• List of reasonable and necessary materials and supplies purchased to aid in recruitment/retention activities. <b>Maintain on file, produce on request for monitoring</b></li> <li>• Data analysis to determine the effectiveness of recruitment/retention activities (e.g. if attending the same career fair three years in a row, how many quality hires were made?). <b>Maintain on file.</b></li> </ul>
<p>50 When making decisions about Title II, Part A funds, the LEA receiving Title II, Part A funds prioritizes schools that are implementing (i) comprehensive support and improvement activities, (ii) targeted support and improvement activities, and also prioritizes (iii) children in poverty and, (iv) children who are neglected or delinquent.</p>	<ul style="list-style-type: none"> <li>• LEA plan/template for evaluating/prioritizing Title II, Part A funds. <b>Maintain on file.</b></li> <li>• Any other evidence that the LEA is prioritizing Title II, Part A funds accordingly. <b>Maintain on file.</b></li> </ul>

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## Title II, Part A

### Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders

Monitoring Indicators	Suggested Documentation for Monitoring and Records Retention
<p>51 <b>Professional development activities</b> provided by the LEA meet the purpose of Title II, Part A by containing the following:</p> <ul style="list-style-type: none"> <li>a. increases student achievement consistent with the challenging State academic standards ESSA § 2103(b)(3)(E);</li> <li>b. improves the quality and effectiveness of teachers, principals, and other school leaders ESSA § 2103(b)(3)(E);</li> <li>c. increases the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools ESSA § 2103(b)(3)(E); and/or</li> <li>d. provides low-income and minority students greater access to effective teachers, principals, and other school leaders. ESSA § 2103(b)(3)(B)</li> <li>e. The LEA provides professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments. ESSA § 1114(b)(7)(iii)(IV)</li> </ul>	<ul style="list-style-type: none"> <li>• List of professional development activities that meet the definition of <a href="#">ESSA § 8101(42)</a> on which Title II, Part A funds were expended. <b>Maintain on file, produce on request for monitoring</b></li> <li>• Detailed lists of all professional development activities provided utilizing Title II funds and the supporting evidence for each PD activity. <b>Maintain on file.</b></li> <li>• Copies of evidence reviewed for each professional development activity. <b>Maintain on file.</b></li> <li>• Sign-in sheets including names and positions of attendees. <b>Maintain on file.</b></li> <li>• Travel/lodging receipts. <b>Maintain on file.</b></li> <li>• Records of materials and supplies related to any training that was paid for with Title II funds. <b>Maintain on file, produce on request for monitoring</b></li> <li>• Data used to analyze the effectiveness of the funded professional development activities. <b>Maintain on file.</b></li> <li>• <b>Evaluation:</b> evidence of evaluation of the effectiveness of the professional development activities, and the impact on student achievement (with focus on low-income and minority students). <b>Maintain on file.</b></li> </ul>

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## Title II, Part A

### Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders

Monitoring Indicators		Suggested Documentation for Monitoring and Records Retention
52	If applicable, describe how <b>Class-Size Reduction</b> (CSR) needs are determined. ESSA § 2103(b)(3)(D)	<ul style="list-style-type: none"> <li>• Written methodology used to determine Class-Size reduction (see Commissioner's Memo <a href="#">COM-21-139</a>). (School). <b>Maintain on file, produce on request for monitoring</b></li> <li>• Copies of evidence reviewed in addition to the Commissioner's Memo above. <b>Maintain on file.</b></li> <li>• Copies of eSchool records confirming consistent ratio of 17:1 or less student teacher ratio across all classes in the grade level. <b>Maintain on file, produce on request for monitoring</b></li> </ul>
53	When LEAs use local Title II, Part A funds to recruit and hire additional teachers to reduce class size in order to improve student achievement, what measures are in place to ensure that these teachers are effective?	<ul style="list-style-type: none"> <li>• LEA plan/template for hiring effective class-size reduction teachers. <b>Maintain on file.</b></li> <li>• LEA's evaluation methods for determining teacher effectiveness in grades utilizing class-size reduction. <b>Maintain on file, produce on request for monitoring</b></li> <li>• LEA's written methodology for evaluating the effect of the class-size reduction on student achievement at the LEA level. <b>Maintain on file, produce on request for monitoring</b></li> <li>• Data and analysis conducted to evaluate effectiveness of class-size reduction</li> </ul>

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## Title III, Part A

### Language Instruction for English Learners and Immigrant Students (if applicable)

Monitoring Indicators		Suggested Documentation for Monitoring and Records Retention
54	Title III funds are used as a <b>supplement</b> for programs for English Learners and immigrant children and youth and in no case to supplant. ESSA § 3115(g)	<ul style="list-style-type: none"> <li>List of activities/personnel (specific to ELs) funded with local/state funds vs funded with Title III funds. <b>Maintain on file.</b></li> <li>Description of how Title III activities are supplemental and not supplanting included in Title III application. <b>Maintain on file.</b></li> </ul>
55	LEA has <b>identified English Learners</b> for participation as required by ESSA § 3113(b)(2).	<ul style="list-style-type: none"> <li>For a randomly selected sample of students, provide; 1) Completed Home Language Usage Survey; 2) Initial Placement form; 3) Initial Parent Notification form; 4) Annual Placement form; 5) Annual Parent Notification form. <b>Maintain on file.</b></li> <li>APSCN ESL/Language Minority Student List. <b>Maintain on file.</b></li> </ul>
56	LEA <b>annually assesses</b> the English proficiency of all ELs in grades K-12. ESSA § 1111(b)(2)(G)(i)	<ul style="list-style-type: none"> <li>List of EL students who were not assessed and the reason for not testing. <b>Maintain on file.</b></li> <li>List of all EL students expected to test, including those in other programs such as Special Education, compared to a list of EL students who were assessed with the ELPA21 summative assessment. <b>Maintain on file.</b></li> </ul>
57	LEA ensures that the required <b>language instruction educational program</b> (LIEP) and the supplemental language instruction educational programs focus on the development of English language proficiency and student academic attainment of the state content standards. ESSA § 3115(c)(1)(A-B)	<ul style="list-style-type: none"> <li>District's plan for implementation of State Academic Standards including the ELP standards (individual pieces might be a curriculum map, lesson plans referenced to ELP standards, pacing guides, etc.) <b>Maintain on file.</b></li> <li>Sign-in sheets, agenda, and/or powerpoint from ELP standards training showing that personnel have been trained on the implementation of ELP Standards. <b>Maintain on file.</b></li> <li>Documentation of classroom observation feedback, from an administrator trained on ESL concepts, on how teachers meet the needs of EL students. <b>Maintain on file.</b></li> </ul>

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## Title III, Part A

### Language Instruction for English Learners and Immigrant Students (if applicable)

Monitoring Indicators		Suggested Documentation for Monitoring and Records Retention
58	LEA provides effective <b><u>professional development</u></b> to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel. ESSA § 3115(c)(2)(A-D)	<ul style="list-style-type: none"> <li>• If delivered locally, provide professional development presentation indicating how varying audiences were trained and sign-in sheets/agendas from the trainings. <b>Maintain on file.</b> OR</li> <li>• If not delivered locally provide list of trainings that staff are attending face-to-face or virtually. <b>Maintain on file.</b> (This does not include one-day or short-term events, unless as part of a teacher's comprehensive professional development plan that is based on a needs assessment.)</li> </ul>
59	The LEA ensures that ELs are included in all state content and <b><u>ELP assessments</u></b> . ESSA § 1111(b)(2)(I)(II)(ii)	<ul style="list-style-type: none"> <li>• Report of ELs expected to test on state content assessment in ELA and Math compared to number of students who participated in the state content assessment. <b>Maintain on file.</b></li> <li>• List of all EL students expected to test, including those in other programs such as Special Education, compared to a list of EL students who were assessed with the ELPA21 summative assessment. <b>Maintain on file.</b></li> </ul>
60	<b><u>Individual Learning Plans</u></b> by the Language Proficiency and Assessment Committee (ILP/LPAC) have been created for all English Learners. All teachers serving English Learners have received a copy of the student's ILP/LPAC and it is being implemented on a daily basis to increase English Proficiency. ESSA § 3115(c)(1)	<ul style="list-style-type: none"> <li>• For a randomly selected sample of students, provide 1) Completed Home Language Usage Survey; 2) Initial Placement form; 3) Initial Parent Notification form; 4) Annual Placement form; 5) Annual Parent Notification form. <b>Maintain on file.</b></li> <li>• Written process of how teachers are notified of ELs' language placement &amp; plan. <b>Maintain on file.</b></li> </ul>

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## Title III, Part A

### Language Instruction for English Learners and Immigrant Students (if applicable)

Monitoring Indicators		Suggested Documentation for Monitoring and Records Retention
61	LEAs <b>monitor</b> students that meet the exit criteria. ESSA § 3113(b)(3)(B)	<ul style="list-style-type: none"> <li>List of former EL students currently being monitored (e.g. APSCN ESL/Language Minority Student List). <b>Maintain on file.</b></li> <li>Exit/Monitoring forms of students in monitoring. <b>Maintain on file.</b></li> </ul>
62	LEA has an effective means of <b>parent outreach</b> to EL parents (programs, activities, training, and family literacy). The district has evidence that EL parents are involved stakeholders. ESSA § 3115(c)(3)(A), § 3116(b)(3)	<ul style="list-style-type: none"> <li>Calendar of events, topics, and sign-in sheets for parent, family, and community engagement activities. <b>Maintain on file.</b></li> </ul>
63	<b>Application</b> has been approved by DESE to include budget, activities, programs, parent and community engagement, and evaluation of all components.	<ul style="list-style-type: none"> <li>Reviewed by Title III Program Advisor.</li> <li>LEA uploads budgets with descriptions into Indistar <b>Upload into the 2025-2026 folder in Indistar.</b></li> <li>Application must describe all uses of funds and align with the uploaded budget.</li> <li>LEA provides documentation related to activities detailed in the application and budget as specified or requested. <b>Maintain on file.</b></li> </ul>
64	LEA expenditures align with Federal Program use of funds, eFinance budget, and Indistar files (LEA assurances, budget, and application)	<ul style="list-style-type: none"> <li>LEA budget uploads in Indistar aligns with application.</li> </ul>

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## Title III, Part A

### Recent Immigrant Children and Youth Grant (if applicable)

Monitoring Indicators		Acceptable Evidence
65	LEA shall use funds to pay for activities that provide <b><u>enhanced instructional opportunities</u></b> for immigrant children and youth. ESSA § 3115(e)(1)(A-G)	Documentation of chosen activities such as schedules, sign-in sheets, purchase orders (when applicable) from the list below: 1. Family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children; 2. Recruitment of, and support for, personnel, including teachers and paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth; 3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth; 4. Identification, development, and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with awarded funds 5. Basic instructional services that are directly attributable to the presence of immigrant children and youth in the local educational agency involved, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instructional services; 6. Other instructional services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; 7. Activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents and families of immigrant children and youth by offering comprehensive community services. <b>Maintain on file.</b>

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**Title IV, Part A**  
**Student Support and Academic Enrichment**

<b>Monitoring Indicators</b>		<b>Suggested Documentation for Monitoring and Records Retention</b>
66	LEA shall develop its application through <u>consultation</u> with parents, teachers, and other stakeholders with demonstrated expertise in programs and activities designed to meet the purpose of this subpart. ESSA § 4106(c); 20 U.S.C. § 7116.	Requirements found in "Overarching Requirements" tab
67	<p><u>Application</u> has been approved by DESE to include budget, activities, programs, internet safety policy, private school consultation, and evaluation of all components.</p> <p><u>Grant Performance Report</u> has been completed to reflect the progress made on program goals using Title IV funding.</p>	<ul style="list-style-type: none"> <li>• LEA uploads budgets with descriptions. <b>Upload into the 2025-2026 Form Uploads folder in Indistar.</b></li> <li>• AR App must check all uses of funds &amp; align with the uploaded budget containing the appropriate percentages for Title IV categories. <b>Due 6/28/25 for 2025-26 school year</b></li> <li>• Grant Performance Report completed in Indistar. <b>Due 6/23/26 for 2025-26 school year</b></li> <li>• Evidence of an overall program/plan based on the comprehensive needs assessment &amp; Stakeholder consultation to use funds in a way that will increase the academic achievement &amp; safety of the students <b>Maintain on file, produce on request for monitoring</b></li> <li>• Private school consultation requirement found in "Overarching Requirements" tab</li> </ul>
68	LEA expenditures align with Federal <u>Program use of funds</u> , eFinance budget, and Indistar files (LEA assurances, budget, and application)	<ul style="list-style-type: none"> <li>• <b>Compare check register and detail distribution (expenditure) reports to final budgets and application. Internal ADE-DESE review.</b></li> </ul>

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## Title IV, Part B

### Nita M. Lowey 21st Century Community Learning Centers (if applicable)

Title IV, Part B is not included within the on-site monitoring tool. The monitoring tool for Title IV, Part B is located on the DESE 21st CCLC website and in Indistar. It is only applicable for LEAs with Title IV, Part B Programs - 21st CCLC.

69

[Reference document \(view only\): revised 05.01.2024 Title IV, Part B \(21st CCLC\) Monitoring Tool](#)

The monitoring tool linked above provides examples of suggested documentation for Monitoring and Record Retention of 21st CCLC programs.

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## Title V, Part B

### Rural Education Achievement Program (RLIS)

This section is only for LEAs receiving funds under this part. If you do not receive RLIS funds, please skip this section.

Monitoring Indicators		Suggested Documentation for Monitoring and Records Retention
70	The LEA annually uses its <b><u>needs assessment</u></b> and data to identify how to target RLIS funds to support activities that improve teaching and learning in the classroom for students, especially for disadvantaged subgroups (as described in Arkansas ESSA Plan Title V program performance objectives) 2CFR 200.332(d)	LEA evaluation of the effectiveness of the activities outlined in the RLIS application, needs assessment, meeting agendas, minutes, samples of data collected, and consultation with stakeholders. <b>Maintain on file at least two samples of evidence collected.</b>
71	The LEA uses RLIS funds to <b><u>supplement, and not supplant</u></b> , any other Federal, State, or local education funds. ESSA § 5232	RLIS Monitoring  Upload in Indistar one piece of evidence on how Title V was used to supplement Title I, II, III, or IV or used as Title V. The evidence for Titles I, II, III, IV should be an invoice noting which title the invoice represents. However, if using Title V as Title V for family/parent engagement, evidence may include minutes with sign in sheets (with dates) and/or an invoice for supplies related to the family/parent engagement.
72	If the LEA uses RLIS funds for <b><u>supplemental activities and resources authorized under Title I, Part A</u></b> . In that case, the LEA must maintain documentation to support compliance with the indicated activity or resources when applicable.	The LEA maintains documentation to support compliance with the indicated activity or resources under Title I, Part A program. • For acceptable supporting evidence, refer to this monitoring tool's Title I, Part A program section when applicable.  *Contact the Title V Program advisor for more information regarding supporting evidence. <b>Maintain on file documentation of at least three activities or expenditures if RLIS funds were used for supplemental activities and resources authorized under Title I, Part A.</b>

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## Title V, Part B

### Rural and Low-Income School Program (RLIS)

**This section is only for LEAs receiving funds under this part. If you do not receive RLIS funds, please skip this section.**

Monitoring Indicators		Suggested Documentation for Monitoring and Records Retention
73	If the LEA uses RLIS funds for <b><u>supplemental activities and resources authorized under Title II, Part A</u></b> . In that case, the LEA must maintain documentation to support compliance with the indicated activity or resources when applicable.	<p>The LEA maintains documentation to support compliance with the indicated activity or resources under Title II, Part A program.</p> <ul style="list-style-type: none"> <li>• For acceptable supporting evidence, refer to this monitoring tool's Title II, Part A program section when applicable.</li> </ul> <p>*Contact the Title V Program advisor for more information regarding supporting evidence.  <b>Maintain on file documentation of at least three activities or expenditures if RLIS funds were used for supplemental activities and resources authorized under Title II,</b></p>
74	If the LEA uses RLIS funds for <b><u>supplemental activities and resources authorized under Title III, Part A</u></b> . In that case, the LEA must maintain documentation to support compliance with the indicated activity or resources when applicable.	<p>The LEA maintains documentation to support compliance with the indicated activity or resources under Title III program.</p> <ul style="list-style-type: none"> <li>• For acceptable supporting evidence, refer to this monitoring tool's Title III program section when applicable.</li> </ul> <p>*Contact the Title V Program advisor for more information regarding supporting evidence.  <b>Maintain on file documentation of at least three activities or expenditures if RLIS funds were used for supplemental activities and resources authorized under Title III.</b></p>
75	If the LEA uses RLIS funds for <b><u>supplemental activities and resources authorized under Title IV, Part A</u></b> . In that case, the LEA must maintain documentation to support compliance with the indicated activity or resources when applicable.	<p>The LEA maintains documentation to support compliance with the indicated activity or resources under Title IV, Part A program.</p> <ul style="list-style-type: none"> <li>• For acceptable supporting evidence, refer to this monitoring tool's Title IV, Part A program section when applicable.</li> </ul> <p>*Contact the Title V Program advisor for more information regarding supporting evidence.  <b>Maintain on file documentation of at least three activities or expenditures if RLIS funds were used for supplemental activities and resources authorized under Title IV,</b></p>

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## Title V, Part B

### Rural and Low-Income School Program (RLIS)

This section is only for LEAs receiving funds under this part. If you do not receive RLIS funds, please skip this section.

Monitoring Indicators		Suggested Documentation for Monitoring and Records Retention
76	If the LEA uses RLIS funds for <b><u>supplemental activities and resources authorized under Title V Innovative Parental Involvement Programs</u></b> . In that case, the LEA must maintain documentation to support compliance with the indicated activity or resources when applicable.	<p>The LEA maintains documentation to support compliance with the indicated activity or resources under Title V Innovative Parental Involvement Programs.</p> <ul style="list-style-type: none"> <li>• Description of the Parental Involvement Programs. <b>Described in the application.</b></li> </ul> <p>*Contact the Title V Program advisor for more information regarding supporting evidence.</p> <p><b>Maintain on file documentation of at least three activities or expenditures if RLIS funds were used for supplemental activities and resources authorized under Title V Innovative Parental Involvement Program.</b></p>
77	<b><u>LEA Application</u></b> has been approved by DESE to include budget, activities, and evaluation of all components.	<p>The LEA submitted the application package on time, which includes:</p> <ul style="list-style-type: none"> <li>• Title V Assurances.</li> <li>• LEA preliminary budgets worksheet with descriptions.</li> <li>• Application in Indistar must contain all intended uses of funds and be aligned with the uploaded budget worksheet.</li> </ul> <p><b>Described in the application.</b></p>
78	The LEAs <b><u>use RLIS funds</u></b> for allowable activities. ESSA § 5222	<p>LEA expenditures align with Federal Program use of funds, eFinance budget, FGM, and Indistar files (LEA assurances, preliminary and final approved budget worksheets, and application). Compare check register and detail distribution (expenditure) reports to final budgets and applications.</p> <p>*Documentation will vary based on the specific activities in the application.  </p> <p>**Contact the Title V Program advisor for specific questions on the uses of funds or program monitoring areas for more information regarding supporting evidence.</p> <p><b>Internal ADE-DESE review and interview questions or documentation requests to LEAs if needed.</b></p>

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## Equitable Services

### Title I, Part A & Title VIII

Monitoring Indicators		Suggested Documentation for Monitoring and Records Retention
79	The LEA provides written <b><u>Affirmation of Consultation</u></b> with non-public school officials to provide equitable services to eligible children attending private elementary and secondary schools. ESEA §1117 (1)(A) & § 8501(c).	Affirmation of Consultation with Private School Officials uploaded into the <b>2025-2026 Form Uploads folder in Indistar by May 1, 2025</b> . Consultation form must be uploaded for each LEA, even if they do not have any eligible private schools or students in their attendance zone.
80	Equitable Services <b><u>timely, meaningful, and ongoing consultation</u></b> process and meetings between the LEA and private school officials throughout the school year. ESEA § 1117(b) & ESEA § 8501(c)	Evidence that the LEA conducted ongoing consultation throughout the school year. Detailed meeting agenda/minutes, slide deck, telephone log, e-mails, certified mail, and documentation showing the information shared and received by the private school official. <b>Upload into the 2025-2026 folder in Indistar.</b>
81	The LEA has engaged in timely and meaningful <b><u>consultation with respect to any transfer of funds</u></b> between Title programs with Private School officials, and the LEA will provide equitable services based on the total amount of funds available to each program after the transfer. ESEA § 5103 (e)(2).	Evidence that the LEA conducted timely and meaningful consultation concerning any transfer of funds between Title programs and Private School officials. Detailed meeting agenda/minutes, slide deck, telephone log, e-mails, certified mail, and documentation showing the information shared and received by the private school official. <b>Maintain on file</b>
82	The LEA has <b><u>provided and assessed effectiveness of Equitable services</u></b> for the participating Title programs for private school students, teachers, and families. ESSA § 1117 & § 8501	Evidence of implementation of equitable services plan For Title I, Part A; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; as Title IV, Part B as applicable to the LEA and the Private school. Document all communication, program decisions, services provided, inventory of property, standard operating procedures, needs assessment, protocols or process for evaluating the effectiveness of equitable services. <b>Maintain on file.</b>
83	LEA timely <b><u>notification</u></b> to private school officials regarding <b><u>services and activities</u></b> for participating private school students, teachers, and families. ESSA § 1117 & § 8501	LEA notification to private school officials regarding funds available for services, balances, and carryover through the school year and acknowledgment of the notification by the private school official. <b>Maintain on file.</b>

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## Equitable Services

### Title I, Part A & Title VIII

Monitoring Indicators		Suggested Documentation for Monitoring and Records Retention
84	LEA timely <b><u>notification</u></b> to private school officials <b><u>regarding funds available for services, balances, and carryover.</u></b> ESEA §1117 (a)(4) & § 8501(a)	LEA notification to private school officials regarding services and activities through the school year and acknowledgment of the notification by the private school official. <b>Maintain on file.</b>
85	<b><u>Agreement</u></b> , Memorandum of Understanding (MOU), or Standard Operating Procedures (SOP) between the LEA and the Private School. ESEA §1117(b)(1).	Signed copy of any Agreement, Memorandum of Understanding (MOU), or Standard Operating Procedures (SOP) between the LEA and the Private School. <b>Maintain on file.</b>

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**Title IX, Part A**  
**McKinney-Vento Education for Homeless Children and Youths**

Monitoring Indicators		Suggested Documentation for Monitoring and Records Retention
86	The LEA implements procedures to address the <b>identification</b> of homeless children and youth according to statutory definitions. McKinney-Vento Homeless Assistance Act, 42 U.S.C. § 11432(g)(1)(B).	<ul style="list-style-type: none"> <li>Enrollment, intake, and tracking forms for all identified homeless students. <b>Maintain on file.</b></li> <li>District notes/logs/documentation of community contacts. <b>Maintain on file.</b></li> </ul>
87	The LEA implements procedures to address the immediate <b>enrollment</b> of homeless children and youth according to statutory requirements. McKinney-Vento Homeless Assistance Act, 42 U.S.C. § 11432(g)(1)(C).	<ul style="list-style-type: none"> <li>Evidence of written procedures for enrolling homeless children. <b>Upload into the 2025-2026 folder in Indistar if not submitted during the 2024-2025 school year.</b></li> <li>Agendas, memos, and handbooks for training sessions. <b>Maintain on file.</b></li> <li>District evidence of posters, brochures, and flyers available in each building. <b>Maintain on file.</b></li> </ul>
88	The LEA implements procedures to address the retention of homeless students in the <b>school of origin.</b> McKinney-Vento Homeless Assistance Act, 42 U.S.C. § 11432(g)(3)(B).	Maintain the following documents: <ul style="list-style-type: none"> <li>Memos and other information explaining the rights of parents for their children to attend the school of origin;</li> <li>Needs assessment documents;</li> <li>District policies; and</li> <li>District tracking of transportation to school of origin</li> </ul> <b>Maintain on file.</b>
89	The LEA <b>disseminates information</b> both internally and externally to ensure appropriate implementation of the statute. McKinney-Vento Homeless Assistance Act, 42 U.S.C. § 11432(g)(6)(A)(v).	<ul style="list-style-type: none"> <li>Communication tools for internal and external stakeholders. <b>Maintain on file.</b></li> <li>District evidence of posters, brochures, and flyers available in each building. <b>Maintain on file.</b></li> </ul>

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**Title IX, Part A**  
**McKinney-Vento Education for Homeless Children and Youths**

Monitoring Indicators		Suggested Documentation for Monitoring and Records Retention
90	The LEA ensures that there is <b><u>coordination of programs and services</u></b> to homeless students and families. McKinney-Vento Homeless Assistance Act, 42 U.S.C. § 11432(g)(5)(D).	<ul style="list-style-type: none"> <li>Completed collaboration forms for community and district coordination. <b>Maintain on file.</b></li> </ul>
91	The LEA has a system for ensuring prompt <b><u>resolution of dispute</u></b> . McKinney-Vento Homeless Assistance Act, 42 U.S.C. § 11432(g)(3)(E).	<ul style="list-style-type: none"> <li>District dispute resolution form and log. <b>Maintain on file.</b></li> </ul>
92	The liaison participated in annual <b><u>professional development</u></b> . McKinney-Vento Homeless Assistance Act, 42 U.S.C. § 11432(g)(1)(F)(ii).	Certificates of attendance for the district liaison from the following: <ul style="list-style-type: none"> <li>State Conference;</li> <li>Trainings at Educational Cooperatives; and</li> <li>Other trainings</li> </ul> <b>Upload into the 2025-2026 folder in Indistar.</b>
93	<b><u>Application</u></b> has been approved by DESE to include budget, activities, enrollment residency questionnaire, policies, training, phone and email logs, distributed information, records of transportation, agendas, agreements, required reports and evaluation of all components	<ul style="list-style-type: none"> <li>District evidence of implementation of approved application. <b>Described in the application.</b></li> </ul>
94	LEA expenditures align with Federal <b><u>Program use of funds</u></b> , eFinance budget, and Indistar files (LEA assurances, budget, and application)	<ul style="list-style-type: none"> <li>Compare check register and detail distribution (expenditure) reports to final budgets and applications. <b>Maintain on file.</b></li> </ul>

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**Title IX, Part A - Competitive Subgrant (if applicable)**  
**McKinney-Vento Education for Homeless Children and Youths**

Monitoring Indicators		Suggested Documentation for Monitoring and Records Retention
95	LEA ensures that <b><u>services for homeless students</u></b> are expanded or improved through the use of the subgrant.	• Evidence that services are expanded or improved through the use of the subgrant. <b>Maintain on file.</b>
96	The LEA implements procedures to address the <b><u>academic needs</u></b> of homeless students.	• Evidence that services provided address the academic needs of homeless students. <b>Maintain on file.</b>
97	An <b><u>evaluation</u></b> of the programs and services provided to students is completed.	• Evidence that the district completed an evaluation of the programs and services provided to students. <b>Maintain on file.</b>

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