

**Kentucky Department of Education
Division of School and Program Improvement
Title I, Part A District-Level Monitoring Checklist**

District	Title I, Part A Coordinator	Superintendent

Additional Information (Check all that apply.)	Date(s) of Monitoring Visit	KDE Monitoring Staff
<input type="checkbox"/> Private Schools Served <input type="checkbox"/> Neglected Institutions Served <input type="checkbox"/> RLIS Recipient <input type="checkbox"/> McKinney-Vento Recipient		

The following checklist is used in the evaluation of a district’s Title I, Part A activities. Program compliance and/or effectiveness is determined based on responses and supporting evidence for each of the monitoring questions.

This tool directly aligns with the Title I, Part A requirements of the *Every Student Succeeds Act*. Each section contains several monitoring questions that will be evaluated individually. The lists of Required Documentation within each monitoring section are those things the district must upload for KDE review. However, KDE staff may request additional pieces of evidence on an as needed basis. Further, only documentation for the current school year must be submitted unless the program monitor(s) request(s) prior year information or it is applicable to the question. The red numbers beside each piece of required evidence indicate to which question(s) each piece of evidence aligns.

During monitoring, the program monitor(s) will select an indicator for each monitoring item.

- Exceeds Requirements means the district goes beyond the requirements of Title I, Part A statute or regulation in the implementation of its program.
- Meets Requirements means the district meets the minimum requirements of Title I, Part A statute or regulation in the implementation of its program. In this case a recommendation may be issued.
- Does Not Meet Requirements means the district does not meet the minimum requirements of Title I, Part A statute or regulation in the implementation of its program. In this case, a finding will be issued.
- Not Applicable means the requirement does not apply to the district.

Best Practices, found at the end of each section on the checklist, are examples of practices or procedures that the Kentucky Department of Education (KDE) staff have observed in other districts that may enhance program effectiveness.

If you need clarification on a question or with understanding more about the monitoring tool, feel free to contact a Title I, Part A consultant at (502) 564-3791.

I. Eligible Public Schools and Allocation [Sections 1112, 1113, and 1114]

Required documentation for this section: <ul style="list-style-type: none"> • District leadership meeting agendas and minutes or other strong documentation that details the allocation and plan for the use of Title I funds (1, 3, 4, 7) • Data and/or meeting agendas or other strong documentation in which discipline trends are discussed (2) • Scheduling policies and procedures and examples of support systems for teachers that ensure low-income and minority students are not being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers (3) • Meeting agendas and minutes or other strong documentation in which principals receive Title I guidance (4, 7) • Low-income data supporting proper rank and serve as entered in GMAP (5, 6) • Detailed MUNIS report with purchase order-level details for the current and prior fiscal years showing all project (310X) budgeting and expenditures to date (7) • See David for a copy of the schoolwide waiver as applicable (8) 	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements	N/A
1. District-level procedures ensure that funds are allocated appropriately and effectively to serve at-risk students. [See ESSA 1112(b).] Notes:				
2. Discipline disparities - The district reduces the overuse of discipline practices that remove students from the classroom. [See ESSA 1112(b)(11).] Notes:				
3. Educator Equity - The district identifies and addresses any disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. [See ESSA 1112(b)(2).] Notes:				
4. Principals and school councils receive guidance from district leadership on appropriate and effective uses of Title I, Part A funds. [See ESSA 1112(a)(1)(A).] Notes:				
5. Enrollment and low-income counts used for rank and serve purposes are accurate, matching the numbers on the GMAP application. There is documentation to support the use of the feeder pattern, if applicable. Low-				

Required documentation for this section: <ul style="list-style-type: none"> • District leadership meeting agendas and minutes or other strong documentation that details the allocation and plan for the use of Title I funds (1, 3, 4, 7) • Data and/or meeting agendas or other strong documentation in which discipline trends are discussed (2) • Scheduling policies and procedures and examples of support systems for teachers that ensure low-income and minority students are not being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers (3) • Meeting agendas and minutes or other strong documentation in which principals receive Title I guidance (4, 7) • Low-income data supporting proper rank and serve as entered in GMAP (5, 6) • Detailed MUNIS report with purchase order-level details for the current and prior fiscal years showing all project (310X) budgeting and expenditures to date (7) • See David for a copy of the schoolwide waiver as applicable (8) 	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements	N/A
income numbers are correctly entered for CEP schools. [See ESSA 1113]. Notes:				
6. Enrollment and low-income data for all schools was taken on the same day. [See ESSA 1113(a).] Notes:				
7. School allocations are being followed as reported on the current GMAP application (including 125% and High School 50% ranking exception rules if applicable) versus what is reported in MUNIS. [See ESSA 1113(a).] Notes:				
8. If a school is being served as a schoolwide program under 35% poverty, there is an official state waiver on file at KDE. [See ESSA 1114(a)(1)(B).] Notes:				

Best Practices

- District staff can articulate the process for allocating funds.
- Schools are served with varying per pupil amounts, while maintaining rank order.
- Consultation between district staff and principals continually occurs regarding budgeting/use of funds, ensuring schools' needs are met.
- District improvement plans are reviewed continually throughout the year. New needs are identified.

- State test scores reflect growth in achievement across all subpopulations.
- School descriptions on the *School Personnel and Program Description* section in GMAP are not the same or copied and pasted year to year.

II. Institutions for Neglected Children [Sections 1113 and 1124]

Required documentation for this section: <ul style="list-style-type: none"> • Copy of the neglected facility’s needs assessment or other strong program planning documentation (1, 2) • Child counts for each neglected facility served supporting the counts submitted to KDE (1) • Consultation agendas and notes or other strong program planning documentation in which needs were discussed with facility representatives (2) • It will be necessary to schedule an interview with facility leadership (1, 2) 	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements	N/A
1. Documentation supports the child count for local institutions for neglected children that was submitted to KDE. [See ESSA 1124(c)(1)(B).] Notes:				
2. Each institution was effectively consulted about services. Services are based on student needs, and sufficient funds are allocated for those services. Services are comparable to those received at public schools. [See ESSA 1112(a)(1).] Notes:				

Best Practices

- Neglected facility staff can describe the consultation process and the services being provided to the facility’s students. Consultation and services descriptions are consistent with what is described at the district.
- District staff can explain the process used to determine the amount of funding reserved for the neglected institution.

III. Foster Children and Youth [Section 1112]

Required documentation for this section: <ul style="list-style-type: none"> • It will be necessary to schedule an interview with the district’s foster care POC. (1-6) • Meeting agendas and notes or other strong documentation detailing collaboration with the child welfare agency (2, 3, 6) • Policies and procedures for identifying, enrolling, and transporting foster children and detailing collaboration requirements with the child welfare agency (4, 5, 6) 	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements	N/A
1. The district has appointed an individual to serve as the foster care point-of-contact (POC). [See ESSA 1112(c)(5)(A).] Notes:				
2. Foster children and youth are effectively identified by school personnel and through coordinated activities with other entities and agencies. [See ESSA 1112(c)(5).] Notes:				
3. The district collaborates with the child welfare agency (CWA) to ensure that students in foster care have the opportunity to remain in their school of origin if it is their best interest. [See ESSA 1112(c)(5).] Notes:				
4. The district has policies and procedures in place to ensure that if it is not in the child’s best interest to remain in the school of origin, the child is immediately enrolled in the new school even if they don’t have the required documentation. [See ESSA 1112(c)(5).] Notes:				
5. The enrolling district has policies and procedures in place to ensure it immediately contacts the school last attended by the student to obtain relevant records. [See ESSA 1112(c)(5).] Notes:				
6. The district collaborate with the child welfare agency to develop and implement clear written procedures for how transportation will be provided, arranged, and funded for the duration of a child’s time in foster care. [See ESSA 1112(c)(5).] Notes:				

Best Practices

- The district has named a specific employee to serve as the district point-of-contact.
- No complaints regarding the best interest determination of transportation of students have been filed.

- Staff can articulate the dispute resolution process and have access to the documentation regarding the dispute resolution process

IV. Homeless Children and Youth [Section 1113 and Section 722 of the McKinney-Vento Homeless Education Assistance Improvements Act]

<p>Required documentation for this section:</p> <ul style="list-style-type: none"> • It will be necessary to schedule an interview with the homeless liaison. (1-9) • Kickstand training certification (1) • Examples of public communications with homeless students and families notifying them of the liaison’s contact information and eligibility for services, including the dispute resolution (2, 3, 6, 7, 8) • Meeting agendas and notes or other strong documentation in which collaboration occurred within and outside the district focusing on providing more effective services to homeless students and families (2, 3, 4, 6, 7, 8, 9) • Examples of training documents and sign in sheets or other strong documentation that supports that training is provided to district staff (2, 3, 4, 9) • Policies and procedures or other strong documentation addressing the identification, enrollment, enrollment in the school of origin decision making, and reduction of barriers for homeless students (3, 4) • KDE staff will conduct on-site observations of homeless poster display • Examples of services provided to homeless students and families (5) • As applicable, examples of disputes that have been resolved pertaining to enrollment and transportation (7, 8) 	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements	N/A
<p>1. The district has appointed an individual to serve as the homeless liaison. The liaison has completed Kickstand training. [See McKinney-Vento 722(g)(1)(J)(ii).]</p> <p>Notes:</p>				
<p>2. The district has effectively communicated to students, families, school and district staff, shelter workers, and other community service providers that there is a designated local homeless liaison within the district (whether or not it receives a McKinney-Vento grant) to serve as a primary contact for identifying homeless families and for obtaining/providing services to those families. [See McKinney-Vento 722(g)(3)-(6).]</p> <p>Notes:</p>				
<p>3. The district has in place policies and procedures to effectively identify homeless children and youth through coordinated activities with staff within the district and with other entities and agencies. [See McKinney-Vento 722(g)(3)-(6).]</p> <p>Notes:</p>				

<p>Required documentation for this section:</p> <ul style="list-style-type: none"> • It will be necessary to schedule an interview with the homeless liaison. (1-9) • Kickstand training certification (1) • Examples of public communications with homeless students and families notifying them of the liaison’s contact information and eligibility for services, including the dispute resolution (2, 3, 6, 7, 8) • Meeting agendas and notes or other strong documentation in which collaboration occurred within and outside the district focusing on providing more effective services to homeless students and families (2, 3, 4, 6, 7, 8, 9) • Examples of training documents and sign in sheets or other strong documentation that supports that training is provided to district staff (2, 3, 4, 9) • Policies and procedures or other strong documentation addressing the identification, enrollment, enrollment in the school of origin decision making, and reduction of barriers for homeless students (3, 4) • KDE staff will conduct on-site observations of homeless poster display • Examples of services provided to homeless students and families (5) • As applicable, examples of disputes that have been resolved pertaining to enrollment and transportation (7, 8) 	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements	N/A
<p>4. The district has in place policies and procedures to effectively identify and eliminate enrollment and attendance barriers so homeless students are automatically enrolled in school and have full and equal opportunity to succeed in the educational setting. [See McKinney-Vento 722(g)(3)-(6).]</p> <p>Notes:</p>				
<p>5. Homeless Education posters in place at each school and at the district office (both English and Spanish versions, if applicable) in locations where parents can easily see them. [See McKinney-Vento 722(g)(3)-(6).]</p> <p>Notes:</p>				
<p>6. Homeless children and their families receive education services for which they are entitled and for which the district currently provides, such as Head Start and preschool programming, referrals to clinics (regarding physical, mental, and/or dental health) and/or other appropriate services. [See McKinney-Vento 722(g)(3)-(6).]</p> <p>Notes:</p>				
<p>7. Homeless families and unaccompanied youth are effectively informed of and assisted in obtaining available transportation services (i.e., to and from the school of origin to ease the burden of attending school or obtaining services). Note: Transportation to and from the school of origin may not be provided if it has been determined not to be in the child’s best interest. [See McKinney-Vento 722(g)(3)-(6).]</p>				

<p>Required documentation for this section:</p> <ul style="list-style-type: none"> • It will be necessary to schedule an interview with the homeless liaison. (1-9) • Kickstand training certification (1) • Examples of public communications with homeless students and families notifying them of the liaison’s contact information and eligibility for services, including the dispute resolution (2, 3, 6, 7, 8) • Meeting agendas and notes or other strong documentation in which collaboration occurred within and outside the district focusing on providing more effective services to homeless students and families (2, 3, 4, 6, 7, 8, 9) • Examples of training documents and sign in sheets or other strong documentation that supports that training is provided to district staff (2, 3, 4, 9) • Policies and procedures or other strong documentation addressing the identification, enrollment, enrollment in the school of origin decision making, and reduction of barriers for homeless students (3, 4) • KDE staff will conduct on-site observations of homeless poster display • Examples of services provided to homeless students and families (5) • As applicable, examples of disputes that have been resolved pertaining to enrollment and transportation (7, 8) 	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements	N/A
<p>Notes:</p>				
<p>8. Families and youth are made aware of the right to challenge placement and enrollment decisions. If a dispute arises over school selection or enrollment, the homeless student is immediately enrolled in the school of choice pending resolution of the dispute. [See McKinney-Vento 722(g)(3)-(6).]</p> <p>Notes:</p>				
<p>9. Title I funds reserved for homeless students are spent to meet identified needs of eligible students. [See McKinney-Vento 722(g)(3)-(6).]</p> <p>Notes:</p>				

Best Practices

- The district has named a specific employee to serve as the homeless liaison.
- Homeless set-aside funds are being spent on student needs with a focus on educational programming and are not carried over year to year.
- Homeless students are identified in relative proportion to the district’s poverty percentage.
- No complaints concerning enrollment or school placement of homeless students have been filed.
- District staff can describe the processes in place to ensure the best placement for homeless students.

- Parent/Student Notification of Rights posters are placed in every school and in the district office.
- Notifications of Rights are posted in other media that have wide ranging availability to the community.
- Staff can articulate the dispute resolution process and have access to the documentation regarding the dispute resolution process.
- MUNIS report shows evidence of use of funds in support of homeless students.

V. English Learners [Section 1112]

Documentation required for this section <ul style="list-style-type: none"> • Examples of public outreach to all EL families (1) • Invitations, agendas, and sign in sheets or other strong documentation for parent and family engagement activities specifically geared toward all EL families (1) • Sample, dated parent notification of student placement in an EL program, including all required information and corresponding enrollment dates for the students which the notifications were produced (2, 3) 	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements	N/A
1. The district has in place policies and procedures to ensure there is an effective means of outreach to the parents of all ELs. Outreach must include holding and promoting attendance at opportunities for regular meetings in order to inform parents about how they can be involved in their children’s education, assist their children to attain English proficiency, achieve at high levels and meet state academic standards. [See ESSA 1112(e)(3)(C).] Notes:				
2. The district provides parents of all ELs with notification that outlines their child’s identification as an EL and placement in a Language Instruction Education Program (LIEP). The notification includes the following: <ul style="list-style-type: none"> • The reason for identification of the child as an EL; • The child’s level of English language proficiency, how the level was assessed, and the status of the child’s academic achievement; • Methods of instruction used in the program in which the child is, or will be, participating, and the methods of instruction used in other available programs, including how the programs differ; • How the program will meet the educational strengths and needs of the child and help the child achieve English language proficiency, and meet academic standards; • Exit requirements for the program, expected rate of transition to a classroom not tailored for EL students, and expected rate of high school graduation; • In the case of a child with a disability, how the program meets the annual goals in the child’s individualized education program (IEP); and 				

Documentation required for this section <ul style="list-style-type: none"> • Examples of public outreach to all EL families (1) • Invitations, agendas, and sign in sheets or other strong documentation for parent and family engagement activities specifically geared toward all EL families (1) • Sample, dated parent notification of student placement in an EL program, including all required information and corresponding enrollment dates for the students which the notifications were produced (2, 3) 	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements	N/A
<ul style="list-style-type: none"> • Information regarding parents’ right to withdraw the child from a program upon their request, and to decline enrollment or choose another program or method of instruction, if available. [See ESSA 1112(e)(3)(A).] <p>Notes:</p>				
<p>3. The parental notification is provided no later than 30 calendar days after the beginning of the school year or within the first two weeks of placement in an LIEP for students who enroll after the start of the school year. [See ESSA 1112(e)(3)(A).]</p> <p>Notes:</p>				

Best Practices

- District and schools have regular communication with EL students and families.
- District and schools provide translation services including communications in native languages without delay.
- EL students receive appropriate services without delay.
- EL students receive assistive technology and supports without delay.
- Districts coordinate services between other districts, Universities or other partnering organization to provide services for students and families (interpreter).

VI. Parent and Family Engagement [Sections 1112 and 1116]

<p>Required documentation for this section:</p> <ul style="list-style-type: none"> District-level parent and family engagement policy (1, 2) Invitation for parents to participate in the development and review of the policy and meeting agendas, minutes, and sign in sheets to support the invitation (2, 4, 5, 6) Examples of partnership building activities between families and district/school staff (2, 3, 4, 6, 8) Examples of parent and family events, dates, times, and locations for the current school year that include opportunities for all parents, including those who lack literacy/language skills, are disabled, are economically disadvantaged, or are homeless, to participate in the education of their children (4, 5, 6, 8) Copy of evaluation results for parent and family engagement activities, which may be from the previous year (4, 5, 6) Dated copy of the testing transparency letter with required information (9) Annual notification of parents’ rights to request teacher qualification (10) Question 7 will be verified using the MUNIS report submitted in section I and the GMAP application. 	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements	N/A
<p>1. There is a district <i>Parent and Family Engagement Policy</i>. [See ESSA 1116(a)(2).]</p> <p>Notes:</p>				
<p>2. The district policy was developed jointly, agreed upon, and distributed to parents of participating children at both public and private schools. The policy is reviewed annually and revised as needed and is being effectively implemented. [See ESSA 1116(a)(2).]</p> <p>Notes:</p>				
<p>3. Effective partnerships between parents and district/school staff are being built and maintained. [See ESSA 1116(a)(2).]</p> <p>Notes:</p>				
<p>4. There are meaningful opportunities for all parents, including those who lack literacy/language skills, are disabled, are economically disadvantaged, or are homeless, to participate in the education of their children. [See ESSA 1116(a)(2)(D)(i).]</p> <p>Notes:</p>				
<p>5. The district annually evaluates parent and family engagement activities. The evaluation process is effective in determining how to revise activities and changes are made due to evaluation results. [See ESSA 1116(a)(2).]</p> <p>Notes:</p>				

<p>Required documentation for this section:</p> <ul style="list-style-type: none"> • District-level parent and family engagement policy (1, 2) • Invitation for parents to participate in the development and review of the policy and meeting agendas, minutes, and sign in sheets to support the invitation (2, 4, 5, 6) • Examples of partnership building activities between families and district/school staff (2, 3, 4, 6, 8) • Examples of parent and family events, dates, times, and locations for the current school year that include opportunities for all parents, including those who lack literacy/language skills, are disabled, are economically disadvantaged, or are homeless, to participate in the education of their children (4, 5, 6, 8) • Copy of evaluation results for parent and family engagement activities, which may be from the previous year (4, 5, 6) • Dated copy of the testing transparency letter with required information (9) • Annual notification of parents’ rights to request teacher qualification (10) • Question 7 will be verified using the MUNIS report submitted in section I and the GMAP application. 	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements	N/A
<p>6. Parents are involved in deciding ways in which parent and family engagement funds are used and the types of activities that are provided. [See ESSA 1116(a)(2).]</p> <p>Notes:</p>				
<p>7. If the district receives a Title I allocation over \$500,000, at least 1% of the district allocation (including funds transferred in) are budgeted for parent involvement activities. At least 90% of the parent and family engagement set-aside is distributed to the schools. [See ESSA 1116(a)(3)(A).]</p> <p>Notes:</p>				

<p>Required documentation for this section:</p> <ul style="list-style-type: none"> • District-level parent and family engagement policy (1, 2) • Invitation for parents to participate in the development and review of the policy and meeting agendas, minutes, and sign in sheets to support the invitation (2, 4, 5, 6) • Examples of partnership building activities between families and district/school staff (2, 3, 4, 6, 8) • Examples of parent and family events, dates, times, and locations for the current school year that include opportunities for all parents, including those who lack literacy/language skills, are disabled, are economically disadvantaged, or are homeless, to participate in the education of their children (4, 5, 6, 8) • Copy of evaluation results for parent and family engagement activities, which may be from the previous year (4, 5, 6) • Dated copy of the testing transparency letter with required information (9) • Annual notification of parents’ rights to request teacher qualification (10) • Question 7 will be verified using the MUNIS report submitted in section I and the GMAP application. 	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements	N/A
<p>8. Parent and family engagement funds are used for at least one of the following:</p> <ul style="list-style-type: none"> • Supporting schools and nonprofit organizations in providing professional development for the LEA and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members. • Supporting programs that reach parents and family members at home, in the community, and at school. • Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members. • Collaborating, or providing sub-grants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement. • Engaging in any other activities and strategies that the LEA determines are appropriate and consistent with the district parent and family engagement policy. [See ESSA 1116(a)(2)(D)]. <p>Notes:</p>				

<p>Required documentation for this section:</p> <ul style="list-style-type: none"> • District-level parent and family engagement policy (1, 2) • Invitation for parents to participate in the development and review of the policy and meeting agendas, minutes, and sign in sheets to support the invitation (2, 4, 5, 6) • Examples of partnership building activities between families and district/school staff (2, 3, 4, 6, 8) • Examples of parent and family events, dates, times, and locations for the current school year that include opportunities for all parents, including those who lack literacy/language skills, are disabled, are economically disadvantaged, or are homeless, to participate in the education of their children (4, 5, 6, 8) • Copy of evaluation results for parent and family engagement activities, which may be from the previous year (4, 5, 6) • Dated copy of the testing transparency letter with required information (9) • Annual notification of parents’ rights to request teacher qualification (10) • Question 7 will be verified using the MUNIS report submitted in section I and the GMAP application. 	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements	N/A
<p>9. The district informs parents of their right to request the state or local policy on student participation in state testing. The notification includes the following information.</p> <ul style="list-style-type: none"> • Subject matter assessed • Purpose for which the assessment is designed and used • Source of the requirement for the assessment • Where such information is available: Amount of time students will spend taking the assessment and the schedule for the assessment and the time and format for disseminating the results <p>(Please note parents cannot opt to exempt their child(ren) from participation on state assessments, however, this notification still must be sent. Please refer to the sample notice of Testing Transparency linked in the Title I Handbook.) [See ESSA 1112(e)(2).]</p> <p>Notes:</p>				
<p>10. Parents annually receive notification of their right to request teacher qualifications. [See ESSA 1112(e)(1)(a).]</p> <p>Notes:</p>				

Best Practices

- District staff can describe...
 - the district Parent and Family Engagement Policy.
 - some of the parent and family engagement activities being implemented at the schools.
 - how a concerted effort is being made to build relationships between the schools and families.
 - Parent and family engagement goes beyond the school council representatives.
 - How the district is “thinking outside the box” in order to get more parents to participate as active partners.
 - Parent survey questions are focused on allowing parents to give feedback on the effectiveness of parent and family engagement activities.
 - How the district provides opportunities for parent input at the beginning of the year in addition to the required end-of-year survey.
 - Parent and family engagement is seen as a two-way communication tool.
 - Please note: “One Call”, marquees, TV monitors, Interactive Boards, Infinite Campus access, and other one-way communications do not meet the intent of parent and family engagement under Title I, Part A., thus they are not allowable Title I expenditures.

VII. District Level Program Design and Effectiveness [Sections 1112 and 1119]

Documentation required for this section:	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements	N/A
<ul style="list-style-type: none"> • Description of the process or the plan, such as a 30-60-90 day plan, used to monitor and evaluate the implementation of district and school programs to ensure alignment with the approved application and effectiveness (1, 2, 3) • District and school evaluation results used to determine the effectiveness of Title I programs (1, 2, 3) • Certification and qualification records for teachers and paraeducators working in Title I schools as defined in question 4 (4) 				
1. District-level Title I, Part A staff coordinate and collaborate with other district-level program coordinators (e.g. DPP, DAC, finance officer, instructional supervisors, homeless liaison, EL coordinator, DOSE,) to ensure that services are being provided based on each school’s needs. [See ESSA 1112(a)(1).] Notes:				
2. The district has in place policies and procedures to monitor that activities/strategies in the approved application, Schoolwide Program (SWP), and Targeted Assistance School (TAS) are being implemented effectively. [See ESSA 1112(a)-(c).] Notes:				

Documentation required for this section: <ul style="list-style-type: none"> Description of the process or the plan, such as a 30-60-90 day plan, used to monitor and evaluate the implementation of district and school programs to ensure alignment with the approved application and effectiveness (1, 2, 3) District and school evaluation results used to determine the effectiveness of Title I programs (1, 2, 3) Certification and qualification records for teachers and paraeducators working in Title I schools as defined in question 4 (4) 	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements	N/A
3. The district Title I Coordinator works in consultation with school councils, principals, teachers, and other school personnel to analyze data and evaluate the schoolwide program (SWP) or targeted assistance (TAS) program plan for effectiveness. [See ESSA 1112(a)-(c).] Notes:				
4. The district ensures that all teachers and paraeducators working in a Title I-funded school meet state certification or qualification requirements. Note: This applies to all staff in a schoolwide program and those paid with Title I in a targeted assistance program. [See ESSA 1112(c)(6).]				

Best Practices

- Various district staff can explain and give similar answers about how they collaborate with the Title I, Part A Coordinator.
- Schoolwide Programs (SWP) and Targeted Assistance Schools (TAS) plans are reviewed throughout the year.
- School descriptions in GMAP (School Program Description page) are not the same as other schools or copied and pasted from year-to-year.
- The district has a continuous monitoring process in place to ensure that its Title I, Part A schools are meeting program requirements and are using funding to implement programs and services.

VIII. Services to Eligible Private School Children [Sections 1112 and 1117]

<p>Documentation required for this section:</p> <ul style="list-style-type: none"> • It will be necessary to schedule an interview with private school officials at their location. (1-19) • List of all private and home schools with students attending from the district (1, 2, 4) • Dated communication inviting private schools to participate in services (2) • Listing of low-income data for private school students (4, 5) • Copy of the private school complaint procedure (6, 7) • Inventory of equipment and supplies used to provide private school services (10, 19) • Meeting agendas and minutes or other strong documentation in which monitoring and evaluation of services and student achievement is discussed (3, 8, 9, 10, 11, 17) • Employment or service contracts for private school service providers (10, 12, 13, 14, 15, 16) • Time and effort records or schedules for district-contracted staff providing services (10, 12, 14, 17) • Staff credentials for those providing services (13) • As applicable, professional learning attendance documentation for private school teachers of participating students and those district-contracted staff providing services (10, 16) • Sample communications between private school service providers and parents of participating students (17, 18) • Examples of parent and family engagement activities (17, 18) • Sample, signed parent and family compacts (18) 	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements	N/A
<p>1. The district has in place effective policies and procedures to verify that all students that attend private schools serviced by Title I, Part A come from participating public school attendance areas. [See ESSA 1117(c).]</p> <p>Notes:</p>				
<p>2. The district contacted private schools within and outside of the district serving students from participating public school attendance areas to offer equitable services. Note: KDE staff can follow up with the Division of Budgets and Financial Management to see if the district consistently reports private school data on the Declaration of Participation. Although the Declaration does not specifically collect information about Title I, Part A, it can be used as an indicator of whether the district consistently and appropriately meets its responsibilities for offering services to private schools. [See ESSA 1117(b).]</p> <p>Notes:</p>				
<p>3. The district complied with the requirements for consultation with private school officials in a timely manner. [See ESSA 1117(b).]</p> <p>Notes:</p>				

<p>Documentation required for this section:</p> <ul style="list-style-type: none"> • It will be necessary to schedule an interview with private school officials at their location. (1-19) • List of all private and home schools with students attending from the district (1, 2, 4) • Dated communication inviting private schools to participate in services (2) • Listing of low-income data for private school students (4, 5) • Copy of the private school complaint procedure (6, 7) • Inventory of equipment and supplies used to provide private school services (10, 19) • Meeting agendas and minutes or other strong documentation in which monitoring and evaluation of services and student achievement is discussed (3, 8, 9, 10, 11, 17) • Employment or service contracts for private school service providers (10, 12, 13, 14, 15, 16) • Time and effort records or schedules for district-contracted staff providing services (10, 12, 14, 17) • Staff credentials for those providing services (13) • As applicable, professional learning attendance documentation for private school teachers of participating students and those district-contracted staff providing services (10, 16) • Sample communications between private school service providers and parents of participating students (17, 18) • Examples of parent and family engagement activities (17, 18) • Sample, signed parent and family compacts (18) 	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements	N/A
<p>4. The district developed, in consultation with the private school, a process to identify eligible private school students for Title I services [(See ESSA 1117(b).]</p> <p>Notes:</p>				
<p>5. The district consulted with private school officials to determine the measure used to identify low-income private school students who generated funding for services. The measure is comparable to the low-income measure used by the district. [(See ESSA 1117(b).]</p> <p>Notes:</p>				
<p>6. The district has explained the complaint process to private school officials. [See ESSA 1117(c)(2).]</p> <p>Notes:</p>				

<p>Documentation required for this section:</p> <ul style="list-style-type: none"> • It will be necessary to schedule an interview with private school officials at their location. (1-19) • List of all private and home schools with students attending from the district (1, 2, 4) • Dated communication inviting private schools to participate in services (2) • Listing of low-income data for private school students (4, 5) • Copy of the private school complaint procedure (6, 7) • Inventory of equipment and supplies used to provide private school services (10, 19) • Meeting agendas and minutes or other strong documentation in which monitoring and evaluation of services and student achievement is discussed (3, 8, 9, 10, 11, 17) • Employment or service contracts for private school service providers (10, 12, 13, 14, 15, 16) • Time and effort records or schedules for district-contracted staff providing services (10, 12, 14, 17) • Staff credentials for those providing services (13) • As applicable, professional learning attendance documentation for private school teachers of participating students and those district-contracted staff providing services (10, 16) • Sample communications between private school service providers and parents of participating students (17, 18) • Examples of parent and family engagement activities (17, 18) • Sample, signed parent and family compacts (18) 	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements	N/A
<p>7. The district has in place effective policies and procedures to resolve complaints against its administration of private school services, particularly if private school officials believe that timely and meaningful consultation has not occurred. The policies and procedures direct appeals to KDE if the district resolution is not satisfactory to the private school’s officials. [See ESSA 1117(c)(2).]</p> <p>Notes:</p>				
<p>8. The district provides equitable services to eligible private school students based on the consultation agreement. Services started at the same time services started for public school children. [See ESSA 1117(a)(3).]</p> <p>Notes:</p>				
<p>9. Services effectively supplement and coordinate with regular services provided in the classroom and do they hold reasonable promise of improving student academic performance. [See ESSA 1117(a)-(c).]</p> <p>Notes:</p>				

<p>Documentation required for this section:</p> <ul style="list-style-type: none"> • It will be necessary to schedule an interview with private school officials at their location. (1-19) • List of all private and home schools with students attending from the district (1, 2, 4) • Dated communication inviting private schools to participate in services (2) • Listing of low-income data for private school students (4, 5) • Copy of the private school complaint procedure (6, 7) • Inventory of equipment and supplies used to provide private school services (10, 19) • Meeting agendas and minutes or other strong documentation in which monitoring and evaluation of services and student achievement is discussed (3, 8, 9, 10, 11, 17) • Employment or service contracts for private school service providers (10, 12, 13, 14, 15, 16) • Time and effort records or schedules for district-contracted staff providing services (10, 12, 14, 17) • Staff credentials for those providing services (13) • As applicable, professional learning attendance documentation for private school teachers of participating students and those district-contracted staff providing services (10, 16) • Sample communications between private school service providers and parents of participating students (17, 18) • Examples of parent and family engagement activities (17, 18) • Sample, signed parent and family compacts (18) 	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements	N/A
<p>10. The district has in place policies and procedures to effectively exercise administrative direction and control over all aspects of private school services including the obligation of funds, hiring of staff, and materials, equipment, and property that support services to private school children. The district maintains an inventory of materials and supplies as applicable. [See ESSA 1117(d).]</p> <p>Notes:</p>				
<p>11. The district has in place effective policies and procedures to assess the effectiveness of the Title I, Part A program toward enabling participating private school children to meet the standards agreed upon by the district and the private school. The program is adjusted as a result of the evaluation process. [See ESSA 1117(b).]</p> <p>Notes:</p>				
<p>12. The providers of services (i.e., teachers, paraeducators) are under contract with the public-school district or employees of a third-party contractor and not under a contract as a private school employee during the time that Title I services are occurring. [See ESSA 1117(d).]</p> <p>Notes:</p>				

<p>Documentation required for this section:</p> <ul style="list-style-type: none"> • It will be necessary to schedule an interview with private school officials at their location. (1-19) • List of all private and home schools with students attending from the district (1, 2, 4) • Dated communication inviting private schools to participate in services (2) • Listing of low-income data for private school students (4, 5) • Copy of the private school complaint procedure (6, 7) • Inventory of equipment and supplies used to provide private school services (10, 19) • Meeting agendas and minutes or other strong documentation in which monitoring and evaluation of services and student achievement is discussed (3, 8, 9, 10, 11, 17) • Employment or service contracts for private school service providers (10, 12, 13, 14, 15, 16) • Time and effort records or schedules for district-contracted staff providing services (10, 12, 14, 17) • Staff credentials for those providing services (13) • As applicable, professional learning attendance documentation for private school teachers of participating students and those district-contracted staff providing services (10, 16) • Sample communications between private school service providers and parents of participating students (17, 18) • Examples of parent and family engagement activities (17, 18) • Sample, signed parent and family compacts (18) 	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements	N/A
<p>13. The Title I teacher and paraeducator employed by the district meet the qualification requirements. <i>Note: This requirement does not apply to teachers or paraeducators hired through a third-party contractor.</i> [See ESSA 1112(c)(6).]</p> <p>Notes:</p>				
<p>14. If the district employs a paraeducator, the paraeducator is under the direct supervision of a public school-employed teacher. [See ESSA 1112(c)(6).]</p> <p>Notes:</p>				
<p>15. If the district contracts with a third-party to provide Title I services to eligible private school children, the district used a competitive RFA process for approving and monitoring a third-party contractor. [See ESSA 1117(d)(2).]</p> <p>Notes:</p>				

<p>Documentation required for this section:</p> <ul style="list-style-type: none"> • It will be necessary to schedule an interview with private school officials at their location. (1-19) • List of all private and home schools with students attending from the district (1, 2, 4) • Dated communication inviting private schools to participate in services (2) • Listing of low-income data for private school students (4, 5) • Copy of the private school complaint procedure (6, 7) • Inventory of equipment and supplies used to provide private school services (10, 19) • Meeting agendas and minutes or other strong documentation in which monitoring and evaluation of services and student achievement is discussed (3, 8, 9, 10, 11, 17) • Employment or service contracts for private school service providers (10, 12, 13, 14, 15, 16) • Time and effort records or schedules for district-contracted staff providing services (10, 12, 14, 17) • Staff credentials for those providing services (13) • As applicable, professional learning attendance documentation for private school teachers of participating students and those district-contracted staff providing services (10, 16) • Sample communications between private school service providers and parents of participating students (17, 18) • Examples of parent and family engagement activities (17, 18) • Sample, signed parent and family compacts (18) 	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements	N/A
<p>16. The district has provided opportunities for teachers of participating private schools and third-party contracted employees to participate, on an equitable basis, in professional development activities. [See ESSA 1117(a)(1)(B).]</p> <p>Notes:</p>				
<p>17. The district monitors and ensures effective, ongoing communication occurs between the Title I teacher and parents of Title I participants concerning students' academic success. [See ESSA 1117(a)(1)(B).]</p> <p>Notes:</p>				
<p>18. There is an effective parent and family engagement activities and a compact is in place between the district and the parents of the private school participants. The compact is being implemented and monitored for success. The policy and compact [See ESSA 1117(a)(1)(B).]</p> <p>Notes:</p>				

<p>Documentation required for this section:</p> <ul style="list-style-type: none"> • It will be necessary to schedule an interview with private school officials at their location. (1-19) • List of all private and home schools with students attending from the district (1, 2, 4) • Dated communication inviting private schools to participate in services (2) • Listing of low-income data for private school students (4, 5) • Copy of the private school complaint procedure (6, 7) • Inventory of equipment and supplies used to provide private school services (10, 19) • Meeting agendas and minutes or other strong documentation in which monitoring and evaluation of services and student achievement is discussed (3, 8, 9, 10, 11, 17) • Employment or service contracts for private school service providers (10, 12, 13, 14, 15, 16) • Time and effort records or schedules for district-contracted staff providing services (10, 12, 14, 17) • Staff credentials for those providing services (13) • As applicable, professional learning attendance documentation for private school teachers of participating students and those district-contracted staff providing services (10, 16) • Sample communications between private school service providers and parents of participating students (17, 18) • Examples of parent and family engagement activities (17, 18) • Sample, signed parent and family compacts (18) 	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements	N/A
<p>19. The district ensures that services, materials, and equipment are secular, neutral, and non-ideological. [See ESSA 1117(a)(2).]</p> <p>Notes:</p>				

Best Practices

- District staff can describe how the district verifies students being served live within the district boundaries.
- Services are provided to private schools. These services go beyond classroom materials and professional learning.
- The district either hires all staff or contracts with a third -party (i.e. Sylvan Learning Center) to provide services to private school students. If the district contracts with a third-party to provide services, the district follows all procedures relating to a Request for Application to ensure an effective contractor is selected. District staff can explain the RFA evaluation process.
- The district Title I, Part A Coordinator oversees private school services, including tracking student performance.
- Consultation with private school officials and the evaluation of services is ongoing throughout the year. District staff considers private school official opinions and request when designing a program to meet students’ needs.

- Private school teachers working with Title I students are invited to attend PD conducted by the district, but also have opportunities to attend PD that meets other identified needs
- The district uses multiple, objective educational criteria to determine which students receive Title I services.
- Title I, Part A services to private schools (including professional learning, parent and family engagement, and student services) begin at the same time that the public-school system year starts.
- The list of private school students receiving services is fluid, allowing for students mastering standards to move out of the program and another student in need to enter the program.

IX. Fiscal Management [Sections 1118, 1121-1127, 8306, Parts 76 and 200 of EDGAR, and 704 KAR 3:365]

Documentation required for this section: <ul style="list-style-type: none"> • It will be necessary to interview the finance officer. (1-15) • Listing of staff by location, including funding source from which they are paid (1, 2, 3, 7, 11, 12) • Unless exempt, the district’s supplement, not supplant methodology (3) • The district’s allowability procedures (4) • Inventory of Title I equipment and supplies (5) • Disposal policies and procedures and an inventory of disposed items (6) • Comparability data that supports the approved comparability report including FTE, enrollment numbers, and salary data as applicable. (7) • Records retention policies and procedures (8) • 15% carryover monitoring policies and procedures to ensure funds are spent in a timely manner in the fiscal year for which they are appropriated (9, 10) • Time and effort documentation only for those employees paid fully or partially by Title I, Part A (11, 12) • Complaint or grievance policies and procedures (14) • Local audits can be found on the KDE website. (13, 15) 	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements	N/A
1. Schools’ and the district’s staffing and financial expenditures/obligations are consistent with the approved GMAP application. [See ESSA 8306(a)(1) and Parts 76 and 200 of EDGAR.] Notes:				
2. Separate accounting of Title I funds is maintained in MUNIS by individual school. [See ESSA 8306(a)(5) and Parts 76 and 200 of EDGAR.] Notes:				

<p>Documentation required for this section:</p> <ul style="list-style-type: none"> • It will be necessary to interview the finance officer. (1-15) • Listing of staff by location, including funding source from which they are paid (1, 2, 3, 7, 11, 12) • Unless exempt, the district’s supplement, not supplant methodology (3) • The district’s allowability procedures (4) • Inventory of Title I equipment and supplies (5) • Disposal policies and procedures and an inventory of disposed items (6) • Comparability data that supports the approved comparability report including FTE, enrollment numbers, and salary data as applicable. (7) • Records retention policies and procedures (8) • 15% carryover monitoring policies and procedures to ensure funds are spent in a timely manner in the fiscal year for which they are appropriated (9, 10) • Time and effort documentation only for those employees paid fully or partially by Title I, Part A (11, 12) • Complaint or grievance policies and procedures (14) • Local audits can be found on the KDE website. (13, 15) 	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements	N/A
<p>3. The district’s supplement, not supplant methodology includes the following information.</p> <ul style="list-style-type: none"> • An account of the distribution of state and local funds, including staff, resources, and services such as professional development, in a Title I-neutral manner, including all state and local funds that the district uses for the education of students; • An account of the staffing and services allocations with real calculations and numbers to support it, which may be based on the staffing allocation districts already provide to KDE; • An accompanying narrative to explain the funding and staffing distributions; and • Supporting documentation. [See ESSA 1118(b).] <p>Notes:</p>				
<p>4. The district has in place and uses for purchasing standard allowability procedures. The procedures, at minimum, address whether purchases are reasonable, allocable, necessary and documented. [See ESSA 8306(a)(1) and Parts 76 and 200 of EDGAR.]</p> <p>Notes:</p>				
<p>5. The district appropriately inventories Title I purchases. [See ESSA 8306(a)(6)(B) and Parts 76 and 200 of EDGAR.]</p> <p>Notes:</p>				

<p>Documentation required for this section:</p> <ul style="list-style-type: none"> • It will be necessary to interview the finance officer. (1-15) • Listing of staff by location, including funding source from which they are paid (1, 2, 3, 7, 11, 12) • Unless exempt, the district’s supplement, not supplant methodology (3) • The district’s allowability procedures (4) • Inventory of Title I equipment and supplies (5) • Disposal policies and procedures and an inventory of disposed items (6) • Comparability data that supports the approved comparability report including FTE, enrollment numbers, and salary data as applicable. (7) • Records retention policies and procedures (8) • 15% carryover monitoring policies and procedures to ensure funds are spent in a timely manner in the fiscal year for which they are appropriated (9, 10) • Time and effort documentation only for those employees paid fully or partially by Title I, Part A (11, 12) • Complaint or grievance policies and procedures (14) • Local audits can be found on the KDE website. (13, 15) 	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements	N/A
<p>6. The district disposes of unneeded Title I equipment in accordance with appropriate regulations. [See ESSA 8306(a)(1) and Parts 76 and 200 of EDGAR.]</p> <p>Notes:</p>				
<p>7. There is documentation on file to support the data used to complete the most currently approved <i>Comparability Report</i>. KDE staff must verify FTE, enrollment numbers, and salary data as applicable. [See ESSA 1118(c).]</p> <p>Notes:</p>				
<p>8. Title I records are kept for the current year and three previous years. [See ESSA 8306(a)(1) and Parts 76 and 200 of EDGAR.]</p> <p>Notes:</p>				
<p>9. The district has in place policies and procedures to effectively monitor the expenditure of funds in meeting the 15% carryover provision. If the district was granted a carryover waiver within the previous three years, this may indicate policies and procedures are not in place or are not being followed. [See ESSA 1127.]</p> <p>Notes:</p>				
<p>10. If funds were carried over from the previous fiscal year to the current in the following categories: homeless, parent and family engagement, services to eligible private school children, those funds were spent for activities in the same categories, in addition to the required set-asides for the current year. [See ESSA 1127.]</p> <p>Notes:</p>				

<p>Documentation required for this section:</p> <ul style="list-style-type: none"> • It will be necessary to interview the finance officer. (1-15) • Listing of staff by location, including funding source from which they are paid (1, 2, 3, 7, 11, 12) • Unless exempt, the district’s supplement, not supplant methodology (3) • The district’s allowability procedures (4) • Inventory of Title I equipment and supplies (5) • Disposal policies and procedures and an inventory of disposed items (6) • Comparability data that supports the approved comparability report including FTE, enrollment numbers, and salary data as applicable. (7) • Records retention policies and procedures (8) • 15% carryover monitoring policies and procedures to ensure funds are spent in a timely manner in the fiscal year for which they are appropriated (9, 10) • Time and effort documentation only for those employees paid fully or partially by Title I, Part A (11, 12) • Complaint or grievance policies and procedures (14) • Local audits can be found on the KDE website. (13, 15) 	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements	N/A
<p>11. District personnel paid partially from Title I funds and who are working on more than one cost objective maintain monthly Personal Activity Reports that account for the percentage of time the employee worked directly with Title I and other duties. The report is signed by the employee and supervisor who has first-hand knowledge of the work performed. Note: a cost objective is defined as follows: A function, organizational subdivision, contract, grant, or other activity for which cost data are needed and for which costs are incurred.</p> <p>A “single cost objective,” therefore, can be, for example, a single function, a single grant, or a single activity. It is possible to work on a single cost objective even if an employee is paid with more than one Federal award or on a Federal award and a non-Federal award. The key to determining whether an employee is working on a single cost objective is whether the employee’s salary and wages can be supported <i>in full</i> from each of the Federal awards on which the employee is working, or from the Federal award alone if the employee’s salary is also paid with non-Federal funds. [See ESSA 8306(a)(1) and Parts 76 and 200 of EDGAR.]</p> <p>Notes:</p>				
<p>12. District personnel paid solely from Title I funds or who are working on only one cost objective maintain semi-annual certification stating that the employee has worked solely with Title I or one cost objective for the period covered by the certification. The certification is signed by the employee and supervisor who has first-hand knowledge of the work performed. [See ESSA 8306(a)(1) and Parts 76 and 200 of EDGAR.]</p> <p>Notes:</p>				

<p>Documentation required for this section:</p> <ul style="list-style-type: none"> • It will be necessary to interview the finance officer. (1-15) • Listing of staff by location, including funding source from which they are paid (1, 2, 3, 7, 11, 12) • Unless exempt, the district’s supplement, not supplant methodology (3) • The district’s allowability procedures (4) • Inventory of Title I equipment and supplies (5) • Disposal policies and procedures and an inventory of disposed items (6) • Comparability data that supports the approved comparability report including FTE, enrollment numbers, and salary data as applicable. (7) • Records retention policies and procedures (8) • 15% carryover monitoring policies and procedures to ensure funds are spent in a timely manner in the fiscal year for which they are appropriated (9, 10) • Time and effort documentation only for those employees paid fully or partially by Title I, Part A (11, 12) • Complaint or grievance policies and procedures (14) • Local audits can be found on the KDE website. (13, 15) 	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements	N/A
<p>13. Districts that are required to have an annual local audit, charged only the Title I portion of the audit to the Title I account, if applicable. [See ESSA 8306(a)(1) and Parts 76 and 200 of EDGAR.]</p> <p>Notes:</p>				
<p>14. The district has adopted a written procedure for the receipt and resolution of complaints alleging a Title I, Part A violation. [See ESSA 8503 and 704 KAR 3:365]</p> <p>Notes:</p>				
<p>15. The two most recent financial audits are free of any Title I, Part A findings. If there were findings, they have been resolved or are in the process being resolved. [See ESSA 8306(a) and Parts 76 and 200 of EDGAR.]</p> <p>Notes:</p>				

Best Practices

- District staff is aware of how Title I, Part A funds are being expended.
- Independent auditors have not contacted KDE concerning suspicious or questionable expenses. The Office of Education Accountability (OEA) has not investigated the district in relation to its Title I, Part A program.
- District staff can explain the process for approving/denying Title I, Part A expenditures.
- Purchases from vendors such as Walmart and Oriental Trading are limited.
- Food purchases are limited in relation to the size of the district allocation.
- District staff can demonstrate that schools are meeting its state funded staffing allocation prior to using Title I, Part A funds to hire staff.
- District staff can explain how Title I, Part A purchased items are tagged and inventoried.

- MUNIS reports match the Title I application in GMAP.
- The district Title I, Part A Coordinator can locate Title I, Part A records and can discuss the archive procedures.