Kentucky Department of Education
Office of Continuous Improvement and Support
Title I, Part A Targeted Assistance Program Consolidated Monitoring Checklist

District:
School:
Principal:
Title I, Part A Coordinator:
Date of Interview:
KDE Monitoring Staff:

The following checklist is used in the evaluation of a Title I, Part A targeted assistance school's activities during a consolidated monitoring visit. Program compliance and/or effectiveness is determined based on interview responses and supporting evidence for each of the monitoring indicators.

This tool directly aligns with the Title I, Part A requirements of the Every Student Succeeds Act (ESSA) and the Education Department General Administrative Regulations (EDGAR) as well as additional requirements in Kentucky Revised Statutes (KRS) and Kentucky Administrative Regulations (KAR). Each section contains several monitoring questions that will be evaluated individually.

Documentation must be provided at least two weeks prior to the visit for Kentucky Department of Education (KDE) review. Required and suggested documentation to be provided is listed with each indicator. 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. For districts and schools utilizing Title 1 Next (T1N), KDE consultants will receive temporary access to review documentation saved to the T1N platform. Districts and schools not utilizing T1N will upload documentation to SharePoint.

Please ensure any personally identifiable information (PII) such as student names, addresses or other personal identifiers that are linked or linkable to a specific person is redacted prior to providing evidence for KDE review. If PII is provided, KDE will request the file(s) be removed immediately and replaced with redacted versions.

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

- **Exceeds Requirements** – Means the district goes beyond the minimum compliance requirements of Title I, Part A statute or regulation in the implementation of its program.
- **Meets Requirements** – Means the district meets the minimum compliance requirements of Title I, Part A statute or regulation in the implementation of its program. In this case a recommendation may be issued.
- **Doesn't Meet Requirements** – Means the district does not meet the minimum compliance 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 compliance requirement does not apply to the district.

Best practices, found at the end of the checklist, are examples of practices or procedures that 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. Needs Assessment and Selection of Students

Schools selected for monitoring should provide one to two pieces of relevant documentation for each indicator. Please note, KDE consultants can access the Needs Assessment, Comprehensive School Improvement Plan (CSIP), Professional Development Plan for Schools and other comprehensive improvement planning diagnostics in the Cognia Continuous Improvement Platform. It is not necessary to provide those documents to KDE. **Please ensure any PII is redacted prior to submitting evidence to KDE for review.**

Needs Assessment and Selection of Students Targeted Assistance Program Monitoring Indicators
1. Services align with the school's needs assessment. [See ESSA 1115.] **Suggested Documentation:** Needs assessment which aligns with the activities and strategies outlined in the CSIP. **School Compliance:** ☐ Not Applicable ☐ Doesn't Meet Requirements ☐ Meets Requirements ☐ Exceeds Requirements **Notes:**
2. The school has in place an effective process for identifying students for targeted assistance services, including: children most at risk of failing to meet state standards; children who at any time in the past two years participated in a Head Start, Even Start or Early Reading First program or in Title I preschool services; children who at any time in the past two years received services under the Migrant program; children returning from or enrolled in a local institution for neglected or delinquent children and youth; and children who are homeless. [See ESSA 1115(c).] *Please note, the low-income students that generate funding for Title I, Part A services are not necessarily those that will qualify and receive services.* **Suggested Documentation:** Written process describing the student selection process, including the multiple, educationally related data used to select students. While on site, KDE staff will review a list of students served, including grade level and services provided for each (this list should not be uploaded into SharePoint as it contains PII). **School Compliance:** ☐ Not Applicable ☐ Doesn't Meet Requirements ☐ Meets Requirements ☐ Exceeds Requirements **Notes:**
3. The school has established multiple, educationally related criteria to select students based on the greatest academic need. [See ESSA 1115(c)(1)(B).] **Suggested Documentation:** Written process describing the student selection process, including the multiple, educationally related data used to select students and evidence that the selection process has been followed. While on site, KDE staff will review a list of students served, including grade level and services provided for each (this list should not be uploaded into SharePoint as it contains PII). **School Compliance:** ☐ Not Applicable ☐ Doesn't Meet Requirements ☐ Meets Requirements ☐ Exceeds Requirements **Notes:**
4. As applicable, there is documentation indicating the need for supplemental services for Title I students provided by teachers, paraeducators, counselors, nurses, media specialists or other staff as listed in the approved Title I application. [See ESSA 1115(c).] **Suggested Documentation:** Copy of a needs assessment that documents the need for services, including as applicable, teachers, paraeducators, counselors, nurses, media specialists or other staff. While on site, KDE staff will review a list of students served, including grade level and services provided for each (this list should not be uploaded into SharePoint as it contains PII).

Needs Assessment and Selection of Students Targeted Assistance Program Monitoring Indicators
School Compliance: ☐ Not Applicable ☐ Doesn't Meet Requirements ☐ Meets Requirements ☐ Exceeds Requirements **Notes:**

II. School Program Design and Effectiveness

Schools selected for monitoring should provide one to two pieces of relevant documentation for each indicator. **Please ensure any PII is redacted prior to submitting evidence to KDE for review.**

School Program Design and Effectiveness Targeted Assistance Program Monitoring Indicators
1. Title I, Part A-paid staff effectively serve identified students, using strategies to minimize the removal of students from the regular classroom setting. [See ESSA 1115(b)(2)(G).] **Suggested Documentation:** Schedule of targeted assistance services. **School Compliance:** ☐ Not Applicable ☐ Doesn't Meet Requirements ☐ Meets Requirements ☐ Exceeds Requirements **Notes:**
2. Assessments are effectively used in an ongoing manner to assist in diagnosing student needs, adapt teaching strategies to meet the needs of students receiving services, and to provide information to teachers, parents and students regarding achievement of identified students. [See ESSA 1115(c).] **Suggested Documentation:** Student data (with PII redacted) reflecting growth in achievement; meeting agendas and minutes or other strong documentation in which student achievement data was shared with teachers, parents and students; evaluation results and detailed planning notes used to gauge the oversight and effectiveness of services and revise services accordingly. **School Compliance:** ☐ Not Applicable ☐ Doesn't Meet Requirements ☐ Meets Requirements ☐ Exceeds Requirements **Notes:**
3. Title I-purchased resources such as computers, software, books, supplies effectively address the needs of participating students. Non-consumable items are adequately safeguarded to prevent damage, loss, theft and/or unauthorized use in accordance with district procedures. [See ESSA 1115(c).] **Suggested Documentation:** Strong documentation aligning the items purchased with identified needs, evidence items are safeguarded (inventory, tagging, etc.). **School Compliance:** ☐ Not Applicable ☐ Doesn't Meet Requirements ☐ Meets Requirements ☐ Exceeds Requirements **Notes:**
4. There are effective policies and procedures in place to ensure that Title I funds are used to serve only identified students. [See ESSA 1115.] **Suggested Documentation:** Written procedures outlining how the school ensures Title I funds are used to serve identified students. **School Compliance:** ☐ Not Applicable ☐ Doesn't Meet Requirements ☐ Meets Requirements ☐ Exceeds Requirements **Notes:**
5. The school annually reviews the implementation of, and results achieved by, the targeted assistance program. The school uses these findings to revise its targeted assistance plan. [See ESSA 8306 and Parts 76 and 200 of EDGAR.]

School Program Design and Effectiveness Targeted Assistance Program Monitoring Indicators
Suggested Documentation: Evaluation results and detailed planning notes used to gauge the oversight and effectiveness of services and revise services accordingly. **School Compliance:** ☐ Not Applicable ☐ Doesn't Meet Requirements ☐ Meets Requirements ☐ Exceeds Requirements **Notes:**
6. Professional development for Title I-paid staff, including paraeducators, is effectively designed and implemented to improve instruction for at-risk children. [See ESSA 1115(d).] **Suggested Documentation:** List of professional development provided to Title I staff**,** documentation demonstrating how professional development services provided through Title I, Part A are monitored for effectiveness. **School Compliance:** ☐ Not Applicable ☐ Doesn't Meet Requirements ☐ Meets Requirements ☐ Exceeds Requirements **Notes:**
7. As applicable, Title I-paid paraeducators are under the direct supervision of a certified classroom teacher. Please note that the term 'paraeducator' applies to individuals providing instructional support, sometimes referred to as paraprofessionals, instructional assistants, etc. Paraeducators provide supplemental instructional support rather than clerical work. [See ESSA 1111(g)(2)(M) and question D-1 of the Title I Paraprofessionals Non-Regulatory Guidance.] **Suggested Documentation:** Teacher and paraeducator schedules showing the paraeducator works in close and frequent proximity with the teacher. **School Compliance:** ☐ Not Applicable ☐ Doesn't Meet Requirements ☐ Meets Requirements ☐ Exceeds Requirements **Notes:**
8. Teachers, paraeducators, counselors, nurses, media specialists or other staff funded through Title I provide services to identified students only during the portion of time they are paid through Title I. Staff maintain time and effort documentation specifying the amount of time directly providing Title I services in accordance with the district's written time and effort procedures. [See ESSA 1115(d)(2).] **Suggested Documentation:** Time and effort documentation for Title I-paid staff such as semi-annual certifications or personnel activity reports (PARs). **School Compliance:** ☐ Not Applicable ☐ Doesn't Meet Requirements ☐ Meets Requirements ☐ Exceeds Requirements **Notes:**
9. Title I services are effectively coordinated with other federal, state and local programs such as school safety, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Coordination may occur through leadership meetings, meetings with community stakeholders or other processes that ensure programs work together to best meet students' needs. [See ESSA 1115.] **Suggested Documentation:** Meeting agendas and detailed minutes or other strong documentation in which coordination with other programs is discussed. **School Compliance:** ☐ Not Applicable ☐ Doesn't Meet Requirements ☐ Meets Requirements ☐ Exceeds Requirements **Notes:**
10. The school can confirm that the Title I, Part A coordinator has effective processes and procedures in place to verify that the activities/strategies in the approved application for the Targeted Assistance School (TAS) are

School Program Design and Effectiveness Targeted Assistance Program Monitoring Indicators
being implemented effectively. [See ESSA 1112 (a)-(c); ESSA 8306; and Parts 76 and 200 of EDGAR.] **Suggested Documentation:** Observations during the school interview that support any documentation of program implementation monitoring provided by the district (detailed meeting minutes, emails, etc.) **School Compliance:** ☐ Not Applicable ☐ Doesn't Meet Requirements ☐ Meets Requirements ☐ Exceeds Requirements **Notes:**

III. Parent and Family Engagement

Schools selected for monitoring should provide one to two pieces of relevant documentation for each indicator. **Please ensure any PII is redacted prior to submitting evidence to KDE for review.**

Parent and Family Engagement Targeted Assistance Program Monitoring Indicators
1. The school holds an annual parent meeting at a convenient time, to which all parents of participating students are invited, to discuss their participation in Title I, Part A and parents' right to participate in parent and family engagement activities. [See ESSA 1116(c)(1).] **Suggested Documentation:** Evidence that all parents of participating students were invited to the annual meeting (flyer, email, social media post, etc.), copy of the information shared with parents regarding Title I, Part A (PowerPoint presentation, handout, etc.), sign-in sheet, meeting agenda and detailed minutes. **School Compliance:** ☐ Not Applicable ☐ Doesn't Meet Requirements ☐ Meets Requirements ☐ Exceeds Requirements **Notes:**
2. Parents or families of participating students have the opportunity to be involved in the planning, design and implementation of parent and family engagement activities. [See ESSA 1116(c)(3).] **Suggested Documentation:** Evidence that all parents of participating students were invited to participate in the planning, design and implementation of activities and expenditure of parent and family engagement funds (meeting invitations, agendas and detailed minutes, survey results and analysis, etc.) **School Compliance:** ☐ Not Applicable ☐ Doesn't Meet Requirements ☐ Meets Requirements ☐ Exceeds Requirements **Notes:**
3. The school has a written parent and family engagement policy. The policy establishes the school's expectations and objectives for meaningful parent and family involvement and meets all requirements for a school level parent and family engagement policy as outlined in ESSA and was developed jointly with parents of participating students. The policy describes *how* the school will meet the requirements outlined in ESSA. [See ESSA 1116(b).] *Refer to the elementary school policy template, secondary school policy template, policy and compact frequently asked questions and school PFE policy checklist on KDE's website for policy requirements*. **Required Documentation: (1)** School parent and family engagement policy and **(2)** evidence that parents of participating students participated in the development of the policy (survey results and analysis, meeting invitations, agendas and detailed minutes, documents showing revisions, etc.). **School Compliance:** ☐ Not Applicable ☐ Doesn't Meet Requirements ☐ Meets Requirements ☐ Exceeds Requirements **Notes:**
4. The activities outlined in the policy are designed to build parent capacity and engage parents in their child's

Parent and Family Engagement Targeted Assistance Program Monitoring Indicators
education. The school can demonstrate that activities within the policy are being implemented. [ESSA 1116(e).] **Required Documentation: (1)** Description of activities and/or events in the school parent and family engagement policy and **(2)** Evidence the activities are being implemented (invitations, meeting agendas and detailed minutes, sign-in sheets, letters, flyers, website/handbook information, training materials or other strong documentation). Documentation must support the following: • Discussion of the coordination of funds with parents of participating students. • Assistance provided to parents of participating students in understanding such topics as state academic standards, state and local academic assessments, the requirements of Title I and how to monitor a child's progress and work with educators to improve the achievement of their children. • Communication to show that the school has shared with parents of participating students a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. • Support provided to help parents of participating students work with their children to improve their children's achievement, such as literacy training and using technology. • Education of school level staff, with the assistance of parents of participating students, in the value and utility of contributions of parents, and in how to reach out to, communicate with and work with parents as equal partners. • Communication of school and parent programs, meetings and other activities is provided in a format and, to the extent practicable, in a language parents understand. **School Compliance:** ☐ Not Applicable ☐ Doesn't Meet Requirements ☐ Meets Requirements ☐ Exceeds Requirements **Notes:**
5. The school has a written school-family compact. The compact describes the shared responsibilities of all parties (school, parent/guardian of participating students, and student) for high student achievement and was created jointly with parents of participating students. The compact includes descriptions of: • The school's responsibility to provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet challenging state academic standards. • The ways in which each parent will be responsible for supporting their children's learning, volunteering in their child's classroom, and participating in decisions relating to the education of their children and positive use of extracurricular time. • The importance of communication between teachers and parents on an ongoing basis. The compact includes space for applicable stakeholder signatures as required by KDE. [See ESSA 1116(d).] *Refer to the compact template, policy and compact frequently asked questions and compact checklist on KDE's website for compact requirements*. **Required Documentation:** School-family compact, evidence that parents participated in the development of the compact (survey results and analysis, meeting invitations, agendas and detailed minutes, documents showing revisions, etc.). **School Compliance:** ☐ Not Applicable ☐ Doesn't Meet Requirements ☐ Meets Requirements ☐ Exceeds Requirements **Notes:**
6. The school can demonstrate various opportunities for two-way communication between school staff and

Parent and Family Engagement Targeted Assistance Program Monitoring Indicators
parents of participating students to include: • Parent conferences at least once a year at the elementary level, at which the parent and family engagement **compact is discussed in relation to the individual child's achievement**. [See ESSA 1116(d)(2)(A).] • Frequent reports to parents on their children's progress. [See ESSA 1116(d)(2)(B).] *Please note, introducing the compact and reviewing its contents during a parent-teacher conference at the elementary level is not sufficient to meet this requirement.* **Suggested Documentation:** Elementary conference invitation detailing how the compact will be discussed in relation to the individual child's achievement, agenda or signed statement from parents of participating students indicating the compact was discussed in relation to their individual child's achievement during a conference, support provided to teachers to ensure the compact is discussed during the conference as required (reminder emails, training, conference talking points checklist, etc.), description of how parents receive reports on their children's progress. **School Compliance:** ☐ Not Applicable ☐ Doesn't Meet Requirements ☐ Meets Requirements ☐ Exceeds Requirements **Notes:**
7. Parents or families of participating students receive written notice when their child is taught for four consecutive weeks by a Title I-paid teacher that does not meet state certification standards. [See ESSA 1112(e)(1)(B)(ii).] **Suggested Documentation:** Copy of the dated notification letter sent to parents or statement/documentation that all teachers meet state certification standards. **School Compliance:** ☐ Not Applicable ☐ Doesn't Meet Requirements ☐ Meets Requirements ☐ Exceeds Requirements **Notes:**

Best Practices

The following examples are practices or procedures that KDE staff have observed in other districts which may enhance program effectiveness. Please note the list is not all inclusive.

Needs Assessment and Student Selection

- School staff can describe the process that is used to select students for services and are knowledgeable about the students that are eligible to participate.
- The list of participants is fluid. Students can be identified at any time to participate or can be removed from services if they have met or exceeded achievement goals.
- Evidence of the use of assessment results to address needs is found in the CSIP.
- There is congruency between the use of Title I, Part A, funds and the district's/school's planning goals, objectives, strategies and activities.

School Program Design and Effectiveness

- School staff can describe the strategies used to serve students participating in Title I, Part A, services.
- School staff can describe how assessments are continually used to identify students and track their academic progress.

- School staff know what the school's needs are and how the Title I, Part A, allocation is used to help meet those needs. These descriptions are consistent with those heard at the district level.
- State test scores reflect increases. They are not stagnant or decreasing.
- Funds are allocated based on needs and needs are factored in to budgeting calculations. Discussions are consistent with explanations given by district level staff.
- School improvement plans are reviewed continually throughout the year. New needs are identified.
- School staff verifies that the district Title I, Part A, coordinator regularly monitors the school to ensure it is meeting requirements and is making progress in meeting academic goals.
- The results of the targeted assistance plan are continually reviewed throughout the year, not just in the spring.
- There is congruency between the use of Title I, Part A, funds and the district's/school's planning goals, objectives, strategies and activities.
- The school has implemented formal methods of measuring the effectiveness and implementation of professional development.
- The school uses multiple data sources (both quantitative and qualitative) to evaluate program implementation and effectiveness.
- The implementation of the targeted assistance program is continually reviewed for effectiveness throughout the year.

Parent and Family Engagement

- School staff can describe the school's parent and family engagement policy.
- The policy and compact include a date the documents were last reviewed and/or revised.
- School staff can describe the parent and family engagement activities being implemented at the school.
- School staff can describe how a concerted effort is being made to build school/parent relationships.
- Soliciting feedback and involving parents in decision making for parents and family engagement activities and expenditures goes beyond the school council representatives.
- The annual meeting is held at the beginning of the school year so that parents can learn about the school's participation in the Title I, Part A program and their right to participate in parent and family engagement activities during the upcoming school year. The meeting is scheduled for a time when as many parents as possible are able to participate.
- Activities and events paid for with Title I funds are educational in nature and designed to engage parents in improving their children's achievement. Social events and entertainment costs are not paid for with Title I funds per 2 CFR 200.438.
- Invitations to Title I events and requests for feedback are provided through multiple methods (flyer, social media post, email, etc.) to increase the likelihood that all families receive the message.
- The school is thinking outside of the box to get more parents to participate as active partners. For example, the school may be recruiting parent participation through their regular volunteer parents or may be partnering with community agencies to increase participation.
- The school provides training to teachers on how to use the school-family compact as a tool during parent-teacher conferences to discuss individual student achievement.
- Parent and family engagement is seen as a two-way communication tool.
    - Please note: "One Call," marquees, TV monitors, Interactive Boards, Infinite Campus access, student agendas/planners, take-home/homework folders and other one-way communications do not meet the intent of parent and family engagement under Title I, Part A, thus they would not be allowed to be paid with Title I funds.

- Parent survey questions are focused on allowing parents to give feedback on the effectiveness of parent and family engagement activities.
- The school builds capacity through:
    - The school involves parents in the development of training for teachers, principals and other educators to improve the effectiveness of such training.
    - The school provides necessary literacy training from funds received under Title I if the local educational agency has exhausted all other reasonably available sources of funding for such training.
    - The school pays reasonable and necessary expenses associated with local parental involvement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions.
    - The school trains parents to enhance the involvement of other parents.
    - The school arranges school meetings at a variety of times, or conducts in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, to maximize parental involvement and participation.
    - The school adopts and implements model approaches to improving parental involvement.
    - The school establishes a parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section.
    - The school develops appropriate roles for community-based organizations and businesses in parent involvement activities.