

## Cross Program Consolidated Monitoring 2016-17

Cross Program Consolidated Monitoring (CPCM) focuses on indicators across common compliance strands of the following programs: Title I Part A; Title I, Part C (Migrant Education Program); Title I, Part D (Neglected and Delinquent); Title II, Part A (Improving Teacher Quality); and Title VI (Rural Education Achievement Program). Subprograms reviewed are focus schools, targeted assisted programs including Title I PreK, and homeless education programs. The local education agency (LEA) must respond to all Findings with requested Action Needed. *In order to effectively utilize available State resources, fiscal reviews may be scheduled and conducted at a separate time from the CPCM.*

The above programs are reviewed using the following inter-related **Common Compliance Strands**:

- I. **Stakeholder Involvement (Indicators 1 through 5).** Parents, staff, students, and community members participate in developing, implementing, and evaluating programs at both LEA and school levels.
- II. **Governance, Administration and Funding (Indicators 6 through 15).** Applications, plans, administration of programs, allocation and use of funds meet statutory requirements.
- III. **Program Quality (Indicators 16 through 27).** Programs are implemented using research-based strategies and services, highly- qualified staff, and high quality professional development, all aligned to a comprehensive needs assessment.
- IV. **Accountability and Reporting (Indicators 28 through 36).** Programs use state and other assessments to measure the achievement of intended outcomes of programs. LEA and schools publicly report and widely disseminate all required program and student accountability results.

*NOTE: Because the methodology of the CPCM includes sampling, the monitoring process cannot produce an all-inclusive assessment of items in this instrument. The LEA is responsible for operating its categorical programs in compliance with all applicable laws and regulations.*

Rating Rubric			
Meets Requirements	Meets Requirements with Recommendations	Finding(s)	Not Applicable
Compliance indicator is 100% met and supported by all required evidence(s).  All required documents are provided and support compliance.  Interviews support documentation, processes, and implementation.  Compliance is consistent at district and schools sampled.	Basic compliance requirements are met; recommendations are provided for improvement.	Evidence or lack of evidence show compliance indicator has not been met.  Incomplete or lack of required documentation.  Interviews lack understanding or support of documentation, processes, and implementation.  Compliance is inconsistent at district and schools sampled.	The district is not eligible for the program.  Accountability standard is not applicable.  Program not elected (i.e., pre-school, private school participation).

## Document Request List for On-Site Monitoring Visit and Phone-based Desk Reviews For Local Education Agencies

A district or charter school’s compliance with federal law can be documented by the items listed below for each of the indicators. It is not necessary to produce all of the items for a given indicator, only to provide sufficient information to demonstrate compliance. During the on-site monitoring visit or phone-based desk review, interviews with stakeholders will provide further evidence for this purpose. For any given district or charter, certain indicators listed below do not apply, and the related documents do not need to be produced. Please consult with your NCDPI program administrator for details about how to organize and produce the documents and for any questions about the monitoring process.

### Strand I. Stakeholder Involvement (Indicators 1 through 5)

<p><b>Indicator 1.</b> The district <u>consults with parents</u> who are representative of the population in the planning, implementation, and evaluation of Title I parent involvement policy and if the LEA has a Migrant Education Program (MEP), has established a parent advisory council (PAC) with whom it consults in the planning and operation of the MEP program.</p> <p><i>(Title I Part C – Section 1304(c)(3)) (Title I Part A – Section 1118(a)(1); Title I Part A - Sections 1118(a)(2)(E); 1118(c)(3); Title I Part C –Sections 1304(c)(3)(A); 1306(a)(1)(B)(ii))</i></p>		
<b>Examples of Evidence of Compliance</b>		<b>Notes [for LEA convenience in collecting documents]</b>
<b>1A</b>	Written communication inviting parents to participate in the planning, implementation, and/or evaluation of the parent involvement policy	
<b>1B</b>	Roster of planning team that includes parents and/or migrant parent advisory council (PAC) if applicable	
<b>1C</b>	<p><b>Dated records</b> from meetings at which parents were involved in the planning, implementation, and/or evaluation of the LEA’s Title I parent involvement policy, such as:</p> <ul style="list-style-type: none"> <li>- agendas</li> <li>- minutes or meeting notes</li> <li>- attendance records or sign-in sheet indicating <u>affiliation and position of participants</u></li> </ul>	
<b>1D</b>	<b>Other records</b> from meetings described in 1C above, such as meeting schedules, calendars, PowerPoint presentation, newsletter or newspaper articles, brochures, fliers, handouts, etc.	
<b>1E</b>	Schedule of activities designed to promote Indicator 1	
<b>1F</b>	Translations into other languages, as appropriate (See Indicator 5.)	
<b>1G</b>	Other item(s) relevant to this indicator	

**Indicator 2.** The district adopts a policy on parent involvement that is incorporated into the LEA Plan and describes how the district will:

- Involve parents in jointly developing the school’s plan
- Assist participating schools in their planning and implementation of parent involvement activities to improve academic achievement and school performance
- Coordinate and integrate parental involvement strategies under Title I, Part A with other parental involvement programs
- Conduct an annual evaluation of the content and effectiveness of the parental involvement policy
- Use the findings of the evaluation to design strategies for more effective parental involvement.

*(Title I Part A - Section 1118(a)(2))*

<b>Examples of Evidence of Compliance</b>		<b>Notes [for LEA convenience in collecting documents]</b>
<b>2A</b>	LEA policy on parent involvement (PI) readily available, with translations into other languages as appropriate <i>[If this material is readily available on the Internet, there is no need to provide duplicates.]</i>	
<b>2B</b>	Dated records from meetings at which parents were involved in the development of the LEA's plan, such as: -agendas -minutes or meeting notes -attendance records or sign-in sheet indicating <u>affiliation and position of participants</u>	
<b>2C</b>	Other records from meetings described in 2B above, such as: -meeting invitations, announcements, or schedules (e.g., emails, fliers, web-based announcements) -presentation materials or handouts (e.g., PowerPoints, brochures, etc.)	
<b>2D</b>	Communications between LEA administrators and school staff regarding LEA coordination, technical assistance, and other support for parent involvement activities at the schools	
<b>2E</b>	Records of meetings and/or trainings at which the LEA provided school staff with the coordination, assistance, or support described in 2D above	
<b>2F</b>	Other communications between district staff and parents (sent directly or via the schools) about activities to promote their involvement with student achievement and school improvement (fliers, newsletters, message system or social media artifacts, etc.)	
<b>2G</b>	Results of the annual evaluation of the content and effectiveness of the PI policy	
<b>2H</b>	Translations into other languages, as appropriate (See Indicator 5.)	
<b>2I</b>	Other item(s) relevant to this indicator	

**Indicator 3.** Schools implement strategies to build and develop a partnership with parents to help children achieve the State’s high standards, including:

- Jointly developing with parents a school-parent compact that outlines shared responsibility
- Convening an annual meeting to inform parents about the Title I program
- Conducting parent-teacher conferences at which the compact will be discussed as it relates to student achievement
- Frequently reporting to parents on their children’s progress.

*(Title I Part A – Section 1118(c)-(d))*

<b>Examples of Evidence of Compliance</b>		<b>Notes [for LEA convenience in collecting documents]</b>
<b>3A</b>	School-parent compact	
<b>3B</b>	<b>Dated records</b> from annual Title I meeting(s) at which parents are informed about Title I programs, such as: -agendas -minutes or meeting notes -attendance records or sign-in sheet indicating <u>affiliation and position of participants</u>	
<b>3C</b>	<b>Other records</b> from the annual Title I meeting(s) described in 3B above, such as: -meeting invitations, announcements, or schedules (e.g., emails, fliers, web-based announcements) -presentation materials or handouts (e.g., PowerPoints, posters, brochures, etc.)	
<b>3D</b>	Schedule(s) of parent-teacher conferences and meetings	
<b>3E</b>	Samples of school-parent communications related to progress of students such as: -grade reports -report card cover letters -formative or summative assessment results -feedback on student work -behavioral reports	
<b>3F</b>	Translations into other languages, as appropriate (See Indicator 5.)	
<b>3G</b>	Other item(s) relevant to this indicator	

- Indicator 4.** Schools implement strategies to build parent capacity for supporting student learning at home, including:
- Providing parents with information and/or activities regarding the academic content standards, local and state assessments, and how to help students at home
  - Providing parents with training on literacy and using technology, as appropriate, to foster parent involvement
  - Educating teachers, pupil services personnel, principals, and other staff in the value and utility of parents as equal partners
  - Building consistent and effective communication between the home and the school.

*(Title I Part A – Section 1118(e))*

<b>Examples of Evidence of Compliance</b>	<b>Notes [for LEA convenience in collecting documents]</b>
<b>4A</b> <b>Dated records</b> from any parent involvement activities or trainings to inform them about academic content standards, types or purposes of assessment, and helping students at home, such as: - agendas - minutes or meeting notes - attendance records or sign-in sheet indicating <u>affiliation and position of participants</u>	
<b>4B</b> <b>Other records</b> of any of the activities described in 4A above, such as: - materials used in training parents - meeting invitations or announcements (e.g., emails, fliers, web-based announcements) - presentation materials or handouts	
<b>4C</b> Advice or information shared via social media, newsletters, web site, brochures, or other means, in order to help build their capacity for supporting student learning	
<b>4D</b> Translations into other languages, as appropriate [ <i>See Indicator 5.</i> ]	
<b>4E</b> Other item(s) relevant to this indicator	

<p><b>Indicator 5.</b> The district and schools disseminate policies, notifications and other communication to parents in a language and form that parents understand.</p> <p><i>(Title I Part A - Section 1118; Title I Part C-Section 1304(c)(3)(B))</i></p>		
<b>Examples of Evidence of Compliance</b>		<b>Notes [for LEA convenience in collecting documents]</b>
<b>5A</b>	Items shared for Indicators 1, 2, 3, 4, 31, 32, & 36 offered to parents in other languages, as appropriate <i>[There is no need to provide duplicates of these items if they have been provided for the other indicators.]</i>	
<b>5B</b>	Items shared for Indicators 1, 2, 3, 4, 31, 32, & 36 offered to parents in a variety of appropriate formats such as web pages, brochures, presentations, sent-home-with-students, posters, signage, conferences, meetings, etc. <i>[There is no need to provide duplicates of these items if they have been provided for the other indicators.]</i>	
<b>5C</b>	Other item(s) relevant to this indicator	

**Strand II. Governance, Administration and Funding (Indicators 6 through 15)**

<p><b>Indicator 6.</b> The LEA uses funds only in <u>eligible school attendance areas, schools, and/or with eligible students</u>.</p> <ul style="list-style-type: none"> <li>• LEA uses the same measure of poverty in determining eligible school attendance areas, rank order and allocations for Title I schools. (Title I Part A – Section 1113)</li> <li>• LEA uses MEP funds only for eligible migratory students as determine by Identification and Recruitment (ID&amp;R) Quality Assurance Standards (Title I Part C – Section 1301(e); 1303(a)(1); 1303(e); 1304(b)(1)(B); 1308(b)(1)</li> <li>• LEA uses funds where appropriate, for educational services to children living in local institutions for neglected and delinquent children. <i>(Title I Part D – Section 1423)</i></li> </ul>		
<b>Examples of Evidence of Compliance</b>		<b>Notes [for LEA convenience in collecting documents]</b>
<b>6A</b>	Written process to identify eligible attendance areas, rank each area, and determine allocations under the applicable subsection (maintained on file)	
<b>6B</b>	Description of the Neglected & Delinquent (N&D) program <i>[If this is currently uploaded as a related document for Title I in CCIP, there is no need to provide a duplicate here.]</i>	
<b>6C</b>	Formal agreement (between LEA and institution/facility) of how participating schools will coordinate with facilities to ensure youth are participating in an education program comparable to one operating in the local school such youth would attend	
<b>6D</b>	Certificates of Eligibility for MEP participation	
<b>6E</b>	Other item(s) relevant to this indicator	



**Indicator 7.** The LEA assures that migratory children and former migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive Title I services.

*(Title I Part A – Section 1112(b)(1)(J))*

<b>Examples of Evidence of Compliance</b>		<b>Notes [for LEA convenience in collecting documents]</b>
<b>7A</b>	Documentation of supplemental support for migratory students within the Title I program (including identified students list and indication of migratory status for TAS schools)	
<b>7B</b>	Other item(s) relevant to this indicator	

**Indicator 8.** The LEA reserves funds and provides services comparable to those provided to children in Title I schools to homeless children who do not attend participating schools.

*(Title I Part A - Section 1113(c)(3)(A-C))*

<b>Examples of Evidence of Compliance</b>		<b>Notes [for LEA convenience in collecting documents]</b>
<b>8A</b>	Documentation of services, supplemental activities, and expenditures	
<b>8B</b>	Other item(s) relevant to this indicator	

**Indicator 9.** The LEA conducts a district needs assessment using data from multiple domains (examples: perception data, demographic data, student achievement data, process data) to develop an LEA plan that contains required elements for applicable federal programs.

*(Title I Part A -Section 1112 (b)(1); Title II Part A – Section 2122(c)(1-2); (Title I Part C - Section 1306(1)(a)- (g))*

<b>Examples of Evidence of Compliance</b>		<b>Notes [for LEA convenience in collecting documents]</b>
<b>9A</b>	District needs assessment [ <i>If this is currently provided in CCIP, there is no need to include it here.</i> ]	
<b>9B</b>	Description of sources of data cited in the district needs assessment to determine activities that will help improve teaching skills and leadership skills of staff [ <i>If the needs assessment, as presented, already provides this description, there is no need to duplicate that information.</i> ]	
<b>9C</b>	Other item(s) relevant to this indicator	

**Indicator 10.** The LEA consults with teachers, principals, administrators, and parents in the design and development of LEA plans for all applicable federal programs.

*(Title I Part A - Section 1112 (d)(1); Title II Part A – Section 2122(c)(1-2); Title I Part C – Section 1304(c) (3)(A-B))*

<b>Examples of Evidence of Compliance</b>		<b>Notes [for LEA convenience in collecting documents]</b>
<b>10A</b>	<b>Dated records</b> from meetings at which stakeholders are consulted about the design and development of applicable LEA plans, such as: - agendas - minutes or meeting notes - attendance records or sign-in sheet <b>indicating affiliation and position of participants</b>	
<b>10B</b>	<b>Other records</b> from meetings described in 10A above, such as: - meeting invitations, announcements, or schedules (e.g., emails, fliers, web-based announcements) - presentation materials or handouts (e.g., PowerPoints, brochures, etc.)	
<b>10C</b>	Evidence of availability of LEA plans for public review	
<b>10D</b>	Other item(s) relevant to this indicator	

**Indicator 11.** LEA implements and monitors approved district and school plans.

*(Title I Part A - Section 1112(d)(2)(3))*

<b>Examples of Evidence of Compliance</b>		<b>Notes [for LEA convenience in collecting documents]</b>
<b>11A</b>	Monitoring timelines or schedules	
<b>11B</b>	Communication between staff regarding the LEA's efforts to monitor its own plans and those of the schools	
<b>11C</b>	Other item(s) relevant to this indicator	

**Indicator 12.** The LEA has an Equity Plan in place to ensure students in high poverty and/or high minority schools have equitable access to highly qualified, experienced teachers. The Equity Plan is implemented and evaluated for impact of strategies.

*(Title I Part A – Section 1111 (b)(8)(C))*

Examples of Evidence of Compliance		Notes [for LEA convenience in collecting documents]
<b>12A</b>	Current Equity Plan <i>[If this is currently uploaded in CCIP as a related document for Title I, there is no need to include it here.]</i>	
<b>12B</b>	LEA staff communications regarding the Equity Plan and/or its implementation	
<b>12C</b>	Results or reference to results of any evaluation of impact that has been conducted as described in the Equity Plan	
<b>12D</b>	Other item(s) relevant to this indicator	

**Indicator 13.** The LEA consults with participating non-public schools during the design, development and implementation of its applicable federal programs.

*(Title I Part A – Section 1120(a)(1); Section 1120(a)(3); Title II Part A – Section 2122(b)(11); ESEA Section 5142 and 9501)*

**NOTE:** Applies to funds awarded to an LEA under Title II Part A only to the extent that the LEA uses funds under that part to provide professional development to teachers and others.

Examples of Evidence of Compliance		Notes [for LEA convenience in collecting documents]
<b>13A</b>	List of non-public schools in attendance area	
<b>13B</b>	<b>Dated records</b> from meeting(s) where the agenda included non-public school officials being consulted about participating in federal programs, such as: - agendas - meeting minutes or notes - attendance roster or sign-in sheet indicating <u>affiliation and position of participants</u>	
<b>13C</b>	<b>Other records</b> related to meetings described in 13B above, such as: - meeting invitations, announcements, or schedules (e.g., emails, fliers, web-based announcements) - presentation materials or handouts (e.g., PowerPoints, brochures, etc.)	
<b>13D</b>	Evidence that non-public school officials declined funds	
<b>13E</b>	Evidence that non-public schools participated in Title II activities <i>[If this is currently uploaded as a related document for Title II in CCIP, there is no need to provide a duplicate.]</i>	
<b>13F</b>	Other item(s) relevant to this indicator	



<p><b>Indicator 14.</b> Educational services and benefits for eligible non-public school children and teachers are equitable in comparison to services and other benefits for public participating children and teachers.</p> <p><i>(Title I Part A - Section 1120 (c)(A)(B)(C)(D); Title II Part A - 2122(b)(11); ESEA – Section 9501(b)(B))</i></p>		
Examples of Evidence of Compliance		Notes [for LEA convenience in collecting documents]
<b>14A</b>	Description of services/activities provided for non-public school(s) compared to public school(s)	
<b>14B</b>	Other item(s) relevant to this indicator	

<p><b>Indicator 15. Supplement, not supplant:</b> The LEA does not use federal funds to provide programs and activities that are required by state or local law, or to replace those that were previously supported by state or local funds.</p> <p><i>(Title I Part A – Section 1120A(b)(1)(2); Title II Part A – Section 2123(b); and Title I Part C – Section 9501; Title I Part C – Section 1306 1120(b)(1)(ii); ESEA Section 5142 and 9501)</i></p>		
Examples of Evidence of Compliance		Notes [for LEA convenience in collecting documents]
<b>15A</b>	<p><u>Dated records</u> from training sessions or meetings at which LEA staff were trained on the requirements related to this indicator, such as:</p> <ul style="list-style-type: none"> <li>- agendas</li> <li>- meeting minutes or notes</li> <li>- attendance roster or sign-in sheet indicating <u>affiliation and position of participants</u></li> </ul>	
<b>15B</b>	<p><u>Other records</u> related to meetings described in 15A above, such as:</p> <ul style="list-style-type: none"> <li>- meeting invitations, announcements, or schedules (e.g., emails, fliers, web-based announcements)</li> <li>- presentation materials or handouts (e.g., PowerPoints, brochures, etc.) related to 15A.</li> </ul>	
<b>15C</b>	Comparability documents for most recent Comparability Report (not applicable to charter schools)	
<b>15D</b>	Lead teacher schedules	
<b>15E</b>	Other item(s) relevant to this indicator	

**Strand III. Program Quality (Indicators 16 through 27)**

<p><b>Indicator 16.</b> The school team and/or other groups of stakeholders annually review and update the school plan.</p> <p><i>(Title I Part A –Section 1114(b)(2))</i></p>	
<b>Examples of Evidence of Compliance</b>	<b>Notes [for LEA convenience in collecting documents]</b>
<p><b>16A</b> School plans for sample schools with:</p> <ul style="list-style-type: none"> <li>- Measurable goals and objectives</li> <li>- Identified Priorities/Resources</li> <li>- Student data</li> <li>- Understandable and uniform format</li> </ul>	
<p><b>16B</b> Evidence of stakeholder review (e.g., meeting notice, SIT or PAC roster/sign-in sheets, agenda, minutes, etc.)</p>	
<p><b>16C</b> Dated records from meetings at which parents are involved in the review and/or updating of the school's plan, such as:</p> <ul style="list-style-type: none"> <li>- agendas</li> <li>- minutes or meeting notes</li> <li>- attendance records or sign-in sheet indicating <u>affiliation and position of participants</u></li> </ul>	
<p><b>16D</b> Other records from meetings described in 16B above, such as:</p> <ul style="list-style-type: none"> <li>- meeting invitations, announcements, or schedules (e.g., emails, fliers, web-based announcements)</li> <li>- presentation materials or handouts (e.g., PowerPoints, brochures, etc.)</li> </ul>	
<p><b>16E</b> Other item(s) relevant to this indicator</p>	

<p><b>Indicator 17.</b> The school conducts a comprehensive needs assessment that:</p> <ul style="list-style-type: none"> <li>• Uses data from multiple domains to develop school plans that contain required elements</li> <li>• Aligns school budget to priorities identified through the needs assessment process.</li> </ul> <p><i>(Title I Part A -Section 1114(b)(1)(A-B); Title II Part A – Section 2122 (c)(1)(2))</i></p>	
<b>Examples of Evidence of Compliance</b>	<b>Notes [for LEA convenience in collecting documents]</b>
<p><b>17A</b> School level comprehensive needs assessment that identifies needs for federal funds from applicable grants</p>	
<p><b>17B</b> Other item(s) relevant to this indicator</p>	

**Indicator 18.** Schools have developed comprehensive plans for reforming the total instructional program.

*(Title I Part A-Section 1114 (b)(2)(B))*

<b>Examples of Evidence of Compliance</b>		<b>Notes [for LEA convenience in collecting documents]</b>
<b>18A</b>	School plans that include 10 schoolwide components for sample schools	
<b>18B</b>	Other relevant plans (AdvancEd, Migrant, HQ Plans, Comprehensive Needs Assessment, Professional Development or PD Plans, Strategic Plan, Quality Assurance Documents and Service Reports)	
<b>18C</b>	Other item(s) relevant to this indicator	

**Indicator 19.** Paraprofessionals in Title I schools meet the requirements as currently defined by NCLB.

*(Title I Part A - Section 1119)*

<b>Examples of Evidence of Compliance</b>		<b>Notes [for LEA convenience in collecting documents]</b>
<b>19A</b>	List of qualifications of paraprofessionals in schoolwide programs or principal attestation statement with roster of paraprofessionals in schoolwide programs	
<b>19B</b>	Other item(s) relevant to this indicator	

**Indicator 20.** The district and its schools provide high-quality and ongoing professional development which is grounded in scientifically-based research and is aligned with the State’s academic content standards.

- PD for teachers is designed to enable them to assist all children in meeting the State’s student academic achievement standards
- Training is provided for school, pupil service personnel, parents and other applicable persons
- PD activities are used to eliminate the achievement gap that separates low-income and minority students from other students.

*(Title I Part A – Section 1114(b)(1)(D); Title I Part A – Section 1115(c)(1)(F); Title I Part C-Section 1304(c)(6)(B); Title II Part A – Section 2122(b)(1) and Section 2122(b)(2))*

<b>Examples of Evidence of Compliance</b>		<b>Notes [for LEA convenience in collecting documents]</b>
<b>20A</b>	Records of professional development opportunities that reflect the elements of this indicator, such as: - descriptions of PD purposes, objectives, and/or intended audiences - invitations or announcements - agendas, sign-in sheets, training materials, presentation materials	
<b>20B</b>	Records of PD monitoring efforts, such as: - monitoring plans - samples of classroom observation protocols or other fidelity checks - timely feedback from PD participants and/or tools for collecting such feedback	
<b>20C</b>	Other item(s) relevant to this indicator	

**Indicator 21** Schools implement plans for assisting children and youth in the transition from early childhood programs to local elementary schools and from Neglected & Delinquent institutions to schools.

*(Title I Part A - Section 1115(c)(1)(D); Title I Part D – Section 1401(a)(2) Title I Part C – Section 1304(c)(4))*

<b>Examples of Evidence of Compliance</b>		<b>Notes [for LEA convenience in collecting documents]</b>
<b>21A</b>	Transition plan/strategies	
<b>21B</b>	Evidence of collaboration between school and preschool programs	
<b>21C</b>	N&D program description including transition strategies <i>[If a description of the N&amp;D program is currently uploaded as a related document for Title I in CCIP, there is no need to provide a duplicate here.]</i>	
<b>21D</b>	Evidence of MEP school readiness activities, if participating in MEP	
<b>21E</b>	Other item(s) relevant to this indicator	

<p><b>Indicator 22.</b> Procedures are in place to ensure that students who experience difficulty mastering any of the proficient or advanced levels of academic standards are provided effective and timely additional assistance.</p> <p><i>(Title I Part A - Section 1115 (b)(1)(B); Title I Part C – Section 1304(d); Title I Part C - Section 1306(1)(a)-1306(1)(g))</i></p>		
<b>Examples of Evidence of Compliance</b>		<b>Notes [for LEA convenience in collecting documents]</b>
<b>22A</b>	Outline or description of the process and procedures to identify at-risk students	
<b>22B</b>	<p><b>Dated records</b> from meetings that included a focus on student assistance, such as:</p> <ul style="list-style-type: none"> <li>-agendas</li> <li>-minutes or meeting notes</li> <li>-attendance records or sign-in sheet <b>indicating affiliation and position of participants</b></li> </ul>	
<b>22C</b>	Samples of instructional support for migrant children such as Priority for Services forms	
<b>22D</b>	Other item(s) relevant to this indicator	

<p><b>Indicator 23.</b> The LEA and its schools demonstrate coordination and integration of Migrant Education Program with state and local services and programs.</p> <p><i>(Title I Part A - Section 1115 (c)(1)(H)); Title II Part A – Section 2122(b)(4); Title I Part C - Sections 1301(2), 1304(b)(3), 1308(b)(2)(A); Title II Part A – Section 2122 (b)(4))</i></p>		
<b>Examples of Evidence of Compliance</b>		<b>Notes [for LEA convenience in collecting documents]</b>
<b>23A</b>	Description or outline of how the LEA will coordinate and integrate MEP with state and local services and programs	
<b>23B</b>	Records of transfer of student information and use of Migrant Student Information Exchange (MSIX) database for MEP students	
<b>23C</b>	Other item(s) relevant to this indicator	

**Indicator 24.** Using multiple, educationally-related, objective criteria, the Targeted Assistance School programs focus on children who are failing or most at-risk of failing to meet the State’s academic achievement standards. In particular, kindergarten through 2<sup>nd</sup> grade students will be selected solely on the basis of teacher judgement, interviews with parents, and developmentally appropriate measures.

*(Title I Part A Section 1115 (b)(1)(B))*

<b>Examples of Evidence of Compliance</b>		<b>Notes [for LEA convenience in collecting documents]</b>
<b>24A</b>	Description of the selection processes to rank-order students based on academic need in accordance with this indicator	
<b>24B</b>	Other item(s) relevant to this indicator	

**Indicator 25.** Children are selected for eligibility for preschool solely on the basis of teacher judgment, parent Interviews, and developmentally appropriate measures.

*(Title I Part A - Section 1115(b)(1)(B))*

<b>Examples of Evidence of Compliance</b>		<b>Notes [for LEA convenience in collecting documents]</b>
<b>25A</b>	Description of the selection processes to rank-order <u>preschool</u> students based on academic need in accordance with this indicator	
<b>25B</b>	Other item(s) relevant to this indicator	

<b>Indicator 26.</b> Targeted assistance programs are coordinated with, supplement and support the regular education program.	
<i>(Title I Part A - Section 1115(c)(1)(D))</i>	
Examples of Evidence of Compliance	Notes [for LEA convenience in collecting documents]
<b>26A</b> <b>Dated</b> records from meetings at which Title I-funded staff are planning or otherwise coordinating their efforts with other staff, such as: - agendas - minutes or meeting notes - attendance records or sign-in sheet indicating <b>affiliation and position of participants</b>	
<b>26B</b> Record of school level expenditures, such as: - invoices - payroll records - substitute teacher service dates - reimbursement requests	
<b>26D</b> Records of parent involvement activities that increase family literacy <i>[If this has already been provided for Indicator 4, there is no need to include it here.]</i>	
<b>26D</b> Title I teacher schedules	
<b>26E</b> Other item(s) relevant to this indicator	

<b>Indicator 27.</b> Services and instructional activities provided to migratory children in schools are consistent to those approved in the application and aligned with the MEP State Service Delivery Plan.	
<i>(Title I Part A – Section 1112(b)(1)(J); Title I Part C – Section 1304 and Section 1306(a)(1))</i>	
Examples of Evidence of Compliance	Notes [for LEA convenience in collecting documents]
<b>27A</b> MEP component in CCIP <i>[There is no need to provide duplicates of documents currently included in CCIP.]</i>	
<b>27B</b> Evidence of supplemental activities/programs for migrant students	
<b>27C</b> Other item(s) relevant to this indicator	

**Strand IV. Accountability and Reporting (Indicators 28 through 36)**

<p><b>Indicator 28.</b> <u>Teachers routinely use data</u> to identify strengths and weaknesses of the instructional program and use the data to plan instruction.</p> <ul style="list-style-type: none"> <li>• Assessments are conducted on an ongoing basis and use multiple methods and sources of data. <i>(Title I Part A – Section 1111(b)(3))</i></li> <li>• Teachers are included in decisions regarding the use of assessments. <i>(Title I Part A – Section 1111 (b)(3); Section 1114 (b)(1)(H))</i></li> </ul>	
<b>Examples of Evidence of Compliance</b>	<b>Notes [for LEA convenience in collecting documents]</b>
<p><b>28A</b> <u>Dated records</u> from meetings or planning sessions at which teachers were involved in the use of data in accordance with this indicator, such as:</p> <ul style="list-style-type: none"> <li>- agendas</li> <li>- minutes or meeting notes</li> <li>- attendance records or sign-in sheets</li> </ul>	
<p><b>28B</b> Documentation of the use of assessments, such as:</p> <ul style="list-style-type: none"> <li>- samples of assessments routinely used by teachers</li> <li>- descriptions of assessment protocols, purposes, and/or types</li> <li>- assessment calendars or schedules</li> </ul>	
<p><b>28C</b> Other item(s) relevant to this indicator</p>	

<p><b>Indicator 29.</b> The Migrant Education Program uses academic assessments and other pertinent migrant student data to conduct an annual evaluation of the implementation and outcomes of program activities.</p> <p><i>(Title I Part C – Section 1306(a)(1)(C))</i></p>	
<b>Examples of Evidence of Compliance</b>	<b>Notes [for LEA convenience in collecting documents]</b>
<p><b>29A</b> <u>Dated records</u> from meetings or planning sessions at which staff members were involved in the use of data in accordance with this indicator, such as:</p> <ul style="list-style-type: none"> <li>- agendas</li> <li>- minutes or meeting notes</li> <li>- attendance records or sign-in sheets</li> </ul>	
<p><b>29B</b> Annual program evaluation <i>[If this is currently uploaded in CCIP, there is no need to include it here.]</i></p>	
<p><b>29C</b> MEP student profile <i>[If this is currently uploaded in CCIP, there is no need to include it here.]</i></p>	
<p><b>29D</b> Other item(s) relevant to this indicator</p>	

**Indicator 30.** Services to neglected and delinquent children show evidence of assessment of student progress and program evaluation.

*(Title I Part D - Section 1431(c)(d)(1-2))*

<b>Examples of Evidence of Compliance</b>		<b>Notes</b> [for LEA convenience in collecting documents]
<b>30A</b>	<b>Dated records</b> from meetings or planning sessions at which staff members were involved in the use of data in accordance with this indicator, such as: - agendas - minutes or meeting notes - attendance records or sign-in sheets	
<b>30B</b>	Multiple and appropriate measures of student progress	
<b>30C</b>	Program evaluation, results and submission	
<b>30D</b>	Other item(s) relevant to this indicator	

**Indicator 31.** The LEA prepares and disseminates an annual report to parents.

*(Title I Part A - Section 1111 (h)(2)); Title II Part A – Section 2122 (b)(3)); (Title I – Part A - Section 1112(b))*

<b>Examples of Evidence of Compliance</b>		<b>Notes</b> [for LEA convenience in collecting documents]
<b>31A</b>	Annual <b>LEA report</b> and/or cover letter, as disseminated <b>to parents</b> via such means as conferences, presentations, or documents provided along with each student report card	
<b>31B</b>	Evidence of <b>annual LEA</b> report dissemination <b>to parents</b> and school staff via such means as web postings, publicly available newsletters, or news media reports	
<b>31C</b>	Translations into other languages, as appropriate (See Indicator 5.)	
<b>31D</b>	Other item(s) relevant to this indicator	

**Indicator 32.** The results of the annual review of all participating schools are publicized and disseminated to teachers and other school staff, parents, students and the community.

*(Title I Part A - Section 1111(h)(2)(B)(E))*

<b>Examples of Evidence of Compliance</b>		<b>Notes [for LEA convenience in collecting documents]</b>
<b>32A</b>	Annual <b>school report</b> and/or cover letter, as disseminated <b>to parents</b> via such means as conferences, presentations, or documents provided along with each student report card	
<b>32B</b>	Evidence of annual <b>school report</b> dissemination <b>to parents</b> and school staff via such means as web postings, publicly available newsletter, or news media reports	
<b>32C</b>	Translations into other languages, as appropriate (See Indicator 5.)	
<b>32D</b>	Other item(s) relevant to this indicator	

**Indicator 33.** The LEA must ensure that each Title I Focus school plan is approved, implemented, and/or evaluated annually with input from various stakeholders, including the local board of education.

<b>Examples of Evidence of Compliance</b>		<b>Notes [for LEA convenience in collecting documents]</b>
<b>33A</b>	<b>Dated records</b> from board meetings or planning sessions at which Focus school plans were discussed and/or introduced to facilitate or allow input from the board, such as: - agendas - minutes or meeting notes - attendance records or sign-in sheets	
<b>33B</b>	School plan with dates of approval, review and/or revision indicated	
<b>33C</b>	<b>Dated records</b> from meetings or planning sessions, of Focus School teams or any stakeholder groups, at which plans were discussed and/or introduced to facilitate or allow input, such as: - agendas - minutes or meeting notes - handouts, presentation materials - attendance records or sign-in sheets	
<b>33D</b>	Other item(s) relevant to this indicator	

**Indicator 34.** Each comprehensive Focus school plan in the LEA must identify how interventions will be implemented in a timely manner to improve the performance of student subgroups that are academically farthest behind. Interventions are:

- aligned to academic performance for under-performing student subgroups
- aligned to increased learning time and time for teacher planning
- supported through effective teacher training and high quality job-embedded professional development
- monitored through academic assessments with teacher input
- planned to ensure family & community engagement and support

<b>Examples of Evidence of Compliance</b>		<b>Notes</b> <i>[for LEA convenience in collecting documents]</i>
<b>34A</b>	School Comprehensive Needs Assessment with sample raw data	
<b>34B</b>	Comprehensive school plan with description of interventions in Focus Schools	
<b>34C</b>	Diagnostic and/or benchmark assessment results	
<b>34D</b>	Description of evidence-based interventions	
<b>34E</b>	Professional development plans, participation rosters, agendas	
<b>34F</b>	Classroom observation protocols	
<b>34G</b>	Schedules/timelines of implementing interventions	
<b>34H</b>	School parent involvement policy/plan	
<b>34I</b>	Schedule, rosters, minutes from teacher planning time (e.g., PLCs, PLTs, department meetings, etc.)	
<b>34J</b>	Other item(s) relevant to this indicator	

**Indicator 35.** The LEA provides resources for each of its Focus schools to sufficiently support the schools implementation of academic interventions.

<b>Examples of Evidence of Compliance</b>		<b>Notes</b> <i>[for LEA convenience in collecting documents]</i>
<b>35A</b>	Evidence of resources provided to Focus School(s) (e.g., funding, time, staff, etc.)	
<b>35B</b>	Other item(s) relevant to this indicator	

<b>Indicator 36.</b> The LEA provides parents with timely information about changes resulting from ESEA Flexibility and/or Focus School status.	
<b>Examples of Evidence of Compliance</b>	<b>Notes</b> <i>[for LEA convenience in collecting documents]</i>
<b>36A</b> Notification of Focus School status	
<b>36B</b> Translations into other languages, as appropriate (See Indicator 5.)	
<b>36C</b> Other item(s) relevant to this indicator	