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|  | SDE-print-use (2) |  |
| **Alabama State Department of Education**   |  |  | | --- | --- | |  | **2020-2021 Federal Programs**  **Compliance Monitoring** | | | |

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| FEDERAL PROGRAMS | | | | | |
| **A. General Cross Cutting Provisions** | | | | | |
| **ON-SITE** | **YES** | **NO** | N/A | Indicators | **Notes** |
| 1. Does the LEA have all required program evaluations: |  | | | | |
| a) Core ESL Program?  *Castanada v. Pickard* |  |  |  | * Discussion regarding all program evaluations processes and results with Central Office staff and/or Programs Coordinators for each program in system * Program evaluations loaded in e-GAP as part of the application process |  |
| b) Migrant? ***Section 1301*** |  |  |  |  |
| c) Parent Involvement? |  |  |  |  |
| d) 21st CCLC? |  |  |  |  |
| e) Private Schools? ***Section 1117*** |  |  |  |  |
| f) Homeless Grant evaluation |  |  |  |  |
| 1. Does the LEA ensure that all Federal funds received under this part are only to supplement the funds that would, in the absence of such Federal funds, be made available from non-Federal sources, and not to supplant such funds: |  |  |  | * Summary of all evidence * Review of year-to-date expenditure reports by fund source or cost center |  |
| a) Title I? |  |  |  |  |  |
| b) Title II? |  |  |  |  |  |
| c) Title III? |  |  |  |  |  |
| d) Immigrant, if applicable? |  |  |  |  |  |
| e) Title V? |  |  |  |  |  |
| f) Private Schools? |  |  |  |  |  |
| g) Migrant? |  |  |  |  |  |
| h) Neglected and Delinquent? |  |  |  |  |  |
| i) Parent and Family Engagement? |  |  |  |  |  |
| j) 21st CCLC? |  |  |  |  |  |
| k) Continuous Improvement Plan? |  |  |  |  |  |
| 1. Does the LEA and/or school have and implement the following for all federal programs where applicable: |  | | | | |
| * + 1. Home Language Surveys? |  |  |  |  |  |
| * + 1. Employment Survey Documentation? |  |  |  |  |  |
| * + 1. Enrollment Procedures? |  |  |  | e.g. for Homeless, EL, Migrant, and Immigrant students, Foster Care |  |

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|  | **YES** | **NO** | N/A | Indicators | **Notes** |
| d) Time and Effort Documentation? |  |  |  |  |  |
| e) 100% Certification Documentation? |  |  |  |  |  |
| f) Federal guidelines related to equipment  purchases and inventory? |  |  |  | CFR§200.312 (4) (d); minimum requirements: location, funding source, ID number, date of purchase, description |  |
| g) LEA with Head Start and/or other Early   Childhood Programs Documentation? |  |  |  | * Documentation of coordination activities (flyer, agenda, sign-in sheet, meeting notes, letter) * Copy of agreement(s) |  |
| 1. Is there evidence that the LEA and/or school expenditures are in compliance with the application approved by the SDE: |  | | | | |
| a) Title I? |  |  |  | eGAP, Electronic Media, Budgets |  |
| b) Title II? |  |  |  |  |  |
| c) Title III? |  |  |  | eGAP, Electronic Media, and ACIP budgets must correlate (match) |  |
| d) Immigrant, if applicable? |  |  |  |  |  |
| e) Title V? |  |  |  |  |  |
| f) Migrant? |  |  |  |  |  |
| g) Neglected and Delinquent? |  |  |  |  |  |
| h) Parent and Family Engagement? |  |  |  |  |  |
| i) 21st CCLC? |  |  |  |  |  |
| j) Continuous Improvement Plan? |  |  |  |  |  |
| 1. Is there evidence that the LEA provides system level support for each of its schools that receive and/or benefits from federal funds, including those that are identified for School Improvement? |  |  |  | * Discussion of support and oversight provided by Central Office staff to schools with local school teams. |  |
| 1. Does the LEA or the school take into account the experience of model programs for educationally disadvantaged and the finding of relevant evidence-based research in selecting programs, services, and materials that are purchased with the following funds?   ***Section 8108(21)(A)(i)(I)(II)(ii)(I)(II)*** |  |  |  | * Discussion of support and oversight provided by Central Office staff to schools with local school teams. |  |
| a) Title I? |  |  |  |  |  |
| b) Title II? |  |  |  |  |  |
| c) Title III? |  |  |  |  |  |
| d) Immigrant, if applicable? ***Section 3115 (c)(d)*** |  |  |  |  |  |
| e) Title V |  |  |  |  |  |

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|  | **YES** | **NO** | N/A | Indicators | **Notes** |
| f) Private Schools? |  |  |  |  |  |
| g) Migrant? |  |  |  |  |  |
| h) Neglected and Delinquent? |  |  |  |  |  |
| i) Parent and Family Engagement? |  |  |  |  |  |
| j) 21st CCLC? |  |  |  |  |  |
| k) Continuous Improvement Plan? |  |  |  |  |  |
| 1. Is there evidence schools ensure all students participate in the state’s student assessments as described in the state’s assessment and accountability plan?   ***Section 1112(2)(A)(B)(i)(ii)(iii)(iv)(I)(II)*** |  |  |  | * Discussion about student participation in state assessments with Central Office staff and school teams. * Report cards |  |
| 1. Is there evidence that the LEA systematically informs its eligible schools and parents about “schoolwide authority” and that the LEA provided technical assistance and support to schoolwide programs?   ***Section 1112(c)1)(A) and (B)*** |  |  |  |  |  |
| 1. Does the LEA maintain fiscal effort in accordance with Section 1120A and Section 9521 |  |  |  | Discussion regarding maintenance of effort if areas of concern have been identified by LEA/SDE Accounting review. |  |
| 1. Does the LEA implements methodology for Supplement not Supplant? |  |  |  | Supplement not Supplant FormBudget Analysis ReportLEA Foundation Allocation Report |  |
| **B. Title I, Part A – Improving Basic Programs Operated by LEAs** | | | | | |
| 1. Is there evidence of consultation with teachers, principals, administrators, other appropriate school personnel, parents and private school official for determination of LEA “set asides”?   ***Section 1112(d)(3) and Section 1120(b)(2)*** |  |  |  | * Discussion regarding set asides with Central Office staff, school teams, parents, and private schools |  |
| 1. Does the LEA include the following components in its Consolidated Plan: |  | | | | |
| a) describe how the local educational agency   will monitor students’ progress in meeting   the challenging State academic standards by   developing and implementing a well-  rounded program of instruction to meet the   academic needs of all students?  ***Section 1112(b)(1)(B)*** |  |  |  | * Review LEA Consolidated Plan |  |
|  | **YES** | **NO** | N/A | Indicators | **Notes** |
| b) describe how the local educational agency   will monitor students’ progress in meeting   the challenging State academic standards by   identifying students who may be at risk for   academic failure?  ***Section 1112(b)(1)(C)*** |  |  |  |  |  |
| c) describe how the local educational agency   will monitor students’ progress in meeting   the challenging State academic standards by   providing additional educational assistance   to individual students the local educational   agency or school determines need help in   meeting the challenging State academic   standards?  ***Section 1112(b)(1)(D)*** |  |  |  |  |  |
| d) describe how the local educational agency   will monitor students’ progress in meeting   the challenging State academic standards by   identifying and implementing instructional   and other strategies intended to strengthen   academic programs and improve school   conditions for student learning?  ***Section 1112(b)(2)*** |  |  |  |  |  |
| e)describe howthe local educational agency will   identify and address, as required under State   plans as described in Section 1111(g)(1)(B), any   disparities that result in low income students and   minority students being taught at higher rates   than other students by ineffective, inexperienced,   or out-of-field teachers?  ***Section 1112(b)(3)*** |  |  |  |  |  |
| f) describe how the local educational agency   will carry out its responsibilities under   paragraphs (1) and (2) of Section 1111(d),   School Support and Improvement Activities   for schools identified as 1) Comprehensive   Support and/or 2) Targeted Support?  ***Section 1112(b)(4)*** |  |  |  |  |  |

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|  | **YES** | **NO** | N/A | Indicators | **Notes** |
| g) describe the poverty criteria that will be   used to select school attendance areas under   Section 1113. Section 1113 states an LEA   may only use Title I funds in an eligible   school attendance area (ESEA Section   1113(a)(1)), which is a school attendance   area in which the percentage of children   from low-income families is:   * At least as high as the percentage of children from low-income families served by the LEA as a whole; * At least as high as the percentage of children from low-income families in the grade span in which the school is located; or * At least 35 percent, (ESEA Section 1113(a)(2))   Except as provided below, if Title I funds are insufficient to serve all eligible school attendance areas, an LEA must:   * Annually rank, without regard to grade spans, eligible school attendance areas in which the percentage of children from low-income families exceeds 75 percent (the “75 percent poverty threshold”) from highest to lowest according to poverty percentage; and * Serve the eligible school attendance areas in rank order, (\*ESEA Section 1113(a)(3)). For determining the number of children from low-income families in a secondary school, an LEA may estimate that number by applying the average percentage of students from low-income families in the elementary school attendance areas that feed into the secondary school to the number of students enrolled in school. * Before the LEA may use feeder patterns to determine the poverty percentage of secondary schools; the LEA must notify its secondary schools to inform them of the option; a majority of its secondary schools must approve the use of feeder patterns. (ESEA Sections 1113(a)(5)(B) & (C),) and LEA may lower the poverty threshold to 50 percent for high schools served by the LEA. (ESEA Section 1113(a)(3)(B))   ***Section 1112(b)(5)*** |  |  |  |  |  |

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|  | **YES** | **NO** | N/A | Indicators | **Notes** |
| h) describe the nature of the programs to be   conducted by such agency’s schools under   sections Schoolwide (Section 1114) and   Targeted Assistance (Section 1115) and,   where appropriate, educational services   outside such schools for children living in   local institutions for neglected or delinquent   children, and for neglected or delinquent   children in community day school   programs?  ***Section 1112(b)(6)*** |  |  |  |  |  |
| i) describe the services the local educational   agency will provide homeless children and   youths, including services provided with   funds reserved under Section 1113(c)(3)(A),   to support the enrollment, attendance, and   success of homeless children and youths, in   coordination with the services the local   educational agency is providing under the   McKinney-Vento Homeless Assistance Act   (42 U.S.C. 11301 et seq.)?  ***Section 1112(b)(8)*** |  |  |  |  |  |

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| j) describe, if applicable, how the local   educational agency will support, coordinate,   and integrate services provided under this   part with early childhood education   programs at the local educational agency or   individual school level, including plans for   the transition of participants in such   programs to local elementary school   programs?  ***Section 1112(b)(9)*** |  |  |  |  |  |
| k) describe how teachers and school leaders, in  consultation with parents, administrators,  paraprofessionals, and specialized   instructional support personnel, in schools   operating a targeted assistance school   program under Section 1115, will identify   the eligible children most in need of services   under this part?  ***Section 1112(b)(10)(A)*** |  |  |  |  |  |

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|  | **YES** | **NO** | N/A | Indicators | **Notes** |

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| l) describe how the local educational agency   will implement strategies to facilitate   effective transitions for students from middle   grades to high school and from high school   to postsecondary education through   coordination with institutions of higher   education, employers, and other local   partners?  ***Section 1112(b)(10)(B)*** | |  |  |  |  | |  |
| m) describe how the local educational agency   will implement strategies to facilitate   effective transitions for students from middle   grades to high school and from high school   to postsecondary education through   increased student access to early college   high school or dual or concurrent enrollment   opportunities, or career counseling to   identify student interests and skills?  ***Section 1112(b)(11)*** | |  |  |  |  | |  |
| n) describe how the local educational agency   will support efforts to reduce the overuse of   discipline practices that remove students   from the classroom, which may include   identifying and supporting schools with high   rates of discipline, disaggregated by each of   the subgroups of student, as defined in   Section 1111(c)(2) (economically   disadvantaged; students from major racial   and ethnic groups; children with disabilities;   and English learners)?  ***Section 1112(b)(12)(A)*** | |  |  |  |  | |  |
| o) describe if determined appropriate by the   local educational agency, how such agency   will support programs that coordinate and   integrate academic and career and technical   education content through coordinated   instructional strategies that may incorporate   experiential learning opportunities and   promote skills attainment important to in-  demand occupations or industries in the   State? ***Section 1112(b)(12)(B)*** | |  |  |  |  | |  |
|  | **YES** | | **NO** | N/A | | Indicators | **Notes** |
| p) if determined appropriate by the local   educational agency, describe how such   agency will support programs that   coordinate and integrate work-based learning   opportunities that provide students in-depth   interaction with industry professionals and,   if appropriate, academic credit?  ***Section 1112(b)(13)(A)*** | |  |  |  | |  |  |
| q) describe any other information on how the   local educational agency proposes to use funds to meet the purpose of this part, and that the local educational agency   determines appropriate to provide, which   may include how the local educational   agency will assist schools in identifying and   serving gifted and talented students?  ***Section 1112(b)(13)(B)*** |  | |  |  | |  |  |
| r) describe any other information on how the   local educational agency proposes to use   funds to meet the purpose of this part, and   that the local educational agency determines   appropriate to provide, which may include  how the local educational agency will assist   schools in developing effective school   library programs to provide students an   opportunity to develop digital literacy skills   and improve academic achievement?  ***Section 1112(b)(7)*** |  | |  |  | |  |  |
| s) describe the strategy the local educational   agency will use to implement effective   parent and family engagement under Section   1116? (***This question will be answered in the written policy)*** |  | |  |  | |  |  |
| 1. Is there evidence that the LEA uses state and local funds in its schools to provide services that, taken as a whole, are substantially comparable to services in schools that are not receiving funds under Title I, Part A?   *If all schools in the LEA are served under Title I, Part A, the LEA must ensure that state and local funds are used to provide substantially comparable services in each of its schools.*  ***Section 1120A(c)(1)(B)*** |  | |  |  | | Discussion with Central Office staff  * Comparability Worksheets |  |

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|  | **YES** | **NO** | N/A | Indicators | **Notes** |
| 1. Is there evidence that each LEA Title I   participating school, in accordance with   ***Section 1111(h)(6)***, implements the Parents   Right-to-Know requirements which: |  | | | | |
| a) Notifies parents of each student attending   any school that received Title I, Part A   funds that parents may request, and the   LEA provide in a timely manner,   information regarding the professional   qualifications of the student’s classroom   teachers?  ***Section 1111(h)(6)(A)*** |  |  |  | * Parents – Did you receive a letter or notice from your school regarding your right to request the qualifications of your child’s teachers? |  |
| b) Informs each individual parent on the  level of achievement of the parent’s child  in each statewide academic assessment?  ***Section 1111(h)(6)(B)(i)*** |  |  |  | * Parents – How were you informed about your child’s progress on the annual state assessments? |  |
| c) Provides timely notice that the parent’s child has been assigned, or has been taught for 4 or more consecutive weeks by a teacher who does not meet state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned?  ***Section 1111(h)(6)(B)(ii)*** |  |  |  | * Parent – How you received a letter stating that your child is being taught by a teacher who is not highly qualified? |  |
| d) Presents notice and information under the   Parents Right-to-Know in an   understandable and uniform format and, to   the extent practicable, in a language that   parents can understand?  ***Section 1111(h)(6)(C)*** |  |  |  |  |  |

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| C. Title I, Part A – Schoolwide Programs (Section 1114) | | | | | |
|  | **YES** | **NO** | N/A | **Indicators** | **Notes** |
| 1. Is there evidence that each school participating in a SWP meets the intent and purposes of each program from which funds are combined into the SW Plan?   ***Section 1114(a)(3)*** |  |  |  | * Discussion with Central Office staff and school teams. How was the SW plan developed? Who was involved? |  |
| 1. Is there evidence that each school participating in a SWP devotes sufficient resources to effectively carry out high quality and on-going professional development for teachers, principals, and paraprofessionals?   ***Section 1114(a)(4)*** |  |  |  | * Discussion of school budgets and expenditure reports with Central Office staff and school teams. |  |
| 1. Does the LEA ensure that all of the **components** are **included** in each **Continuous Improvement Plan (CIP)** and that each component is **systematically implemented** as required in ESSA: |  |  |  | ***CIP Committee Interview. Discuss extended learning opportunities. How were the strategies developed? How are the strategies implemented and monitored? What role do teachers have in the budgeting of expenditures? Discuss professional development opportunities. How are professional development activities determined? How is the CIP/SW program evaluated?***   * Discussion regarding development of CIP with Central Office staff, school teams, and parents. * Sign-in sheets with members’ names and titles. |  |
| D. Title I, Part A – Targeted Assistance Programs (Section 1115) | | | | | |
| 1. Is there evidence that the plan is made available to all school staff, parents, and the public in a format and language that is understandable?   ***Section 1114(b)(4)*** |  |  |  | * Central Office staff, schools teams, and parents: Have you reviewed your schools CIP? * How the CIP is made available to parents? |  |
| 1. Is there evidence that the LEA uses Title I, Part A funds only for Targeted Assistance (TA) programs that provide services to eligible children identified as having the **greatest need for special academic assistance**?   ***Section 1115(a)*** |  |  |  | * School Improvement staff will review CIPs for schools in improvement. SDE will review CIPs for schools not currently in improvement and interview staff. * Review additional federal requirements section of all CIP/TA |  |
| a) Does each local school conduct a   comprehensive needs assessment? |  |  |  | * Principal and school teams: How did the committee decide what grade and subject would be served? |  |
|  |  |  |  |  |  |
|  | **YES** | **NO** | N/A | **Indicators** | **Notes** |
| b) Has the LEA established multiple,   educationally related and objective criteria? |  |  |  | * School teams: How was the multiple criteria form developed? |  |
| c) Is there a rank order listing of eligible   students, an indication of a cut-off score,   and students that fall below the cut-off   score?  ***Section 1115(c)(1)(2)*** |  |  |  | * School teams: How was the eligibility list established and is there a cut-off score? |  |
| d) Are students with the greatest needs   receiving services? |  |  |  | * School teams: How does the Title I teacher know what students to serve? Observations of teacher’s classes will be conducted. |  |
| e) Has each participating school established   the multiple criteria by which students may  exit the program? |  |  |  | * School teams: What are the exit procedures? |  |
| 1. Does the LEA ensure that the following   components are **included** in each **Continuous Improvement Plan (CIP)** and that each component is **systematically implemented** as required in ESSA:  ***Section 1115(b)*** | ***School Team Interview: Discuss extended learning opportunities. How were the strategies developed? How are they monitored? What role do teachers have in the budgeting of expenditures? Discuss professional development opportunities? How were professional development needs determined?*** | | | | |
| a) Programs resources used only to help   participating children meet such State’s   challenging student academic achievement   standards necessary to provide a well-  rounded education?  ***Section 1115(e)*** |  |  |  |  |  |
| b) Incorporation of the targeted assistance   plan into the total school improvement   process?  ***Section 1115(C)*** |  |  |  |  |  |

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|  | **YES** | **NO** | N/A | Indicators | **Notes** |
| c) Effective methods and instructional   strategies to strengthen the core   academic program of the school and: (1)   provide extended learning opportunities;   (2) provide accelerated curriculum; (3)   minimize removing students from the   regular classroom during regular school   hours?  ***Section 1115(B) & Section 1115(G)(ii)*** |  |  |  |  |  |
| d) Coordination with the regular classroom   program including transition strategies,   which may include services to assist   preschool children in the transition from   early childhood programs to elementary   school programs?  ***Section 1115(b)(C)*** |  |  |  | * School terms: How is the Title I program coordinated with the regular program? |  |
| e) Opportunities for high-quality ongoing   professional development for teachers and   other staff who work with participating   children in the Title I program or in the   regular education program?  ***Section 1115(b)(D)*** |  |  |  | * Title I Teacher: In what professional development have you participated? |  |
| f) Strategies to increase parental involvement?  ***Section 1115(b)(E)*** |  |  |  |  |  |
| g) The Targeted Assistance program   coordinates and integrates federal, state,   and local services and programs to ensure   that participating students achieve   proficient or above on statewide   assessments?  ***Section 1115(b)(F)*** |  |  |  |  |  |
| h) On an ongoing basis, the Targeted Assistance   program reviews the progress of eligible   children and revises the program as needed?  ***Section 1115(b)(G)(iii)*** |  |  |  |  |  |
| 1. Are Title I paid personnel identified and serving only eligible students? |  |  |  |  |  |

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| **E. Title I, Part A – Preschool** |  | | | | |
|  | **YES** | **NO** | **N/A** | **Indicators** | **Notes** |
| 1. Does the LEA ensure that the following components are implemented in the Title I preschools: |  | | | | |
| 1. Does the LEA apply the Head Start education performance standards in effect under ***Section 1112(c)(7)***? |  |  |  | * Embedded in Lesson Plans * Copy of the Head Start Performance Standards or Alabama Developmental Standards * Consolidated Plan (LEA) |  |
| 1. Does the LEA use funds to operate a **Schoolwide** preschool program to establish or enhance preschool programs for children under 6 years of age?   ***Section 1114(c)***  ***If a schoolwide program operates a preschool   program, all preschool children residing in   the school attendance area would be   eligible to be served. However, if the   schoolwide program cannot serve all   preschool-aged children in the school***  ***attendance area it must establish and apply   selection criteria.*** |  |  |  | * eGAP (Function Code 9140) |  |
| 1. Does the LEA use funds only for **Targeted Assistance (TA)** preschool programs that provide services to eligible children identified as having the greatest need for special academic assistance?   ***Section 1115(b)(1)(2)(B)***  ***A school may serve preschool children who reside in its attendance to who the school identifies at risk of failing to meet the State’s academic achievement standards when they reach schools age.*** |  |  |  | * eGAP (Function Code 9140) |  |
| 1. Does the LEA use funds to provide early childhood education programs to eligible students?   ***Section 1113(c)(5)***  ***District as a Whole: An LEA may serve preschool children who reside throughout the LEA and whom the LEA identifies as eligible because they are at risk of failing to meet the State’s academic achievement standards when they reach school age.*** |  |  |  | * An LEA may not use Title I funds to implement a preschool program throughout the district to benefit all preschool students in the LEA unless all the schools in the LEA are Title I schools operating schoolwide programs * eGAP (Building Eligibility) * eGAP (Set Asides) |  |

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|  | **YES** | **NO** | **N/A** | **Indicators** | **Notes** |
| 1. Does the LEA use funds to provide early childhood education programs to eligible students?   ***Section 1113(c)(5)***  ***Portion of the District: An LEA may serve preschool children who reside in specific Title I school attendance areas (e.g., is highest-poverty school attendance areas) served by some or all of its Title I schools if, for example, an LEA does not have sufficient Title I funds to operate a preschool program for the district as a whole.*** |  |  |  | * School attendance areas served (highest poverty attendance areas) * eGAP (PPA) * eGAP (set Asides) |  |
| 1. Does the LEA preschool program select solely on the basis of criteria, including objective criteria?   ***Section 1115(c)(1)(B)***  ***If the preschool program cannot serve all preschool-aged children it must establish and apply selection criteria.*** |  |  |  | * Teacher judgement documented through informal and/or formal assessment * Interview with parents * Evidence-Based Screener |  |
| 1. Does the LEA demonstrate that parents of all children particularly parents of at-risk children, have equal opportunity to enroll their children in the preschool program, particularly the State grant?   ***United States Department of Education Guidance, April 22, 2014*** |  |  |  | * Consolidated Plan (LEA) * Memo * Meeting Notes * Agenda * Sign-in Sheet * Flyer * Discussion with Federal Programs Coordinator and/or Program Director regarding how parents have equal opportunity to enroll their children |  |
| 1. Does the LEA ensure that Title I funds pay no more than the fair share of costs commensurate with the number of educationally at-risk children the LEA adds?   ***United States Department of Education Guidance, April 22, 2014*** |  |  |  | * Preschool Worksheets * Budget * Expenditure Reports * eGAP |  |
| 1. Does the LEA ensure that the enrollment process for the preschool slots supported through the State grant does not preclude parents of educationally at-risk children from enrolling their children or, if a random selection process is needed because of demand, from their being in the selection pool?   ***United States Department of Education Guidance, April 22, 2014*** |  |  |  | * Consolidated Plan (LEA) * Memo * Meeting Notes * Agenda * Sign-in Sheets * Multiple Criteria * Rank Order |  |

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|  | **YES** | **NO** | **N/A** | **Indicators** | **Notes** |
| 1. Does the LEA reach out to parents, particularly parents of English Learners and other Title I eligible children, in a way that ensures they received information in a form that they understand about the availability of the preschool program and how to enroll their children?   ***United States Department of Education Guidance, April 22, 2014*** |  |  |  | * Consolidated Plan (LEA) * Memo * Meeting Notes * Agenda * Sign-in Sheet * Flyer |  |
| **F. Title I – Parent and Family Engagement (Section 1116)** | | | | | |
| 1. Does the LEA ensure that the following components are described in the LEA parent and family engagement policy and that each component is implemented: | ***LEA Parent and Family Engagement loaded in e-GAP document library by LEA.*** | | | | |
| 1. How the LEA will involve parents in the  joint development of the LEA Title I Plan and the process of school review and improvement under Section 1112?   ***Section 1116(a)(2)(A)*** |  |  |  | * Central Office staff and parents: What process is in place for giving all Title I parents the opportunity for involvement in the LEA Title I plan? |  |
| 1. How the LEA will provide for the   coordination, technical assistance, and  other support necessary to assist Title I  participating schools in planning and  implementing effective parent and family   engagement activities to improve student   academic achievement and school   performance?  ***Section 1116(a)(2)(B)*** |  |  |  | * Central Office staff: Explain how the LEA provides technical assistance and other support necessary to assist Title I participating school in planning and implementation of effective parent and family engagement activities. |  |
| 1. How the LEA will build the schools’ and  parents’ capacity for strong parental involvement in accordance with Section  1116(a)(2)(C)? |  |  |  | * Central Office team: How do you guide your schools in building strong parent and family engagement programs? |  |
| 1. How the LEA will conduct with parents, an annual evaluation, of (1) the content and effectiveness of the parent and family engagement policy in improving the academic quality of Title I schools, including (i) identifying barriers to greater participation by parents in authorized activities; (ii) needs of parents and family members with the learning of their children; and (iii) strategies to support successful school and family interactions?   ***Section 1116(a)(2)*** |  |  |  | * Central Office staff and parents: How are parents involved in the annual evaluation of the LEA Parent and family engagement policy? * Parents: Were you involved in the annual evaluation of your school system’s parent and family engagement policy? |  |

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|  | **YES** | **NO** | **N/A** | **Indicators** | **Notes** |
| 1. Describe how the LEA will involve parents in the activities of the schools served, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents and family members served by the LEA to adequately represent the needs of the population?   ***Section 1116(a)(2)(F)*** |  |  |  |  |  |
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| 1. Describe how the LEA will use the findings of the evaluation to design evidence-based strategies for more effective parent and family engagement, and revise, if necessary the parent and family engagement policy? |  |  |  |  |  |
| 1. Is there evidence that the LEA plan is developed jointly with, agreed with, and distributed to parents of Title I participating students?   ***Section 1118(a)(2)*** |  |  |  | * Parents: Were you involved in the development of your school system’s Parent and Family Engagement policy? Did you receive a copy of this plan? * Meeting agenda and minutes |  |
| 1. Is there evidence that each Title I participating school has a parent and family engagement policy that was developed jointly with, agreed on with, and distribute to parents of Title I participating students?   ***Section 1118(b)*** |  |  |  | * Parents: Did you receive a copy of your school’s Parent and Family Engagement Plan this year? * Meeting agenda and minutes |  |
| 1. Does each Title I participating school ensure that the following required components are described in its parent and family engagement policy and that each component is implemented:   ***Section 1116(c)*** |  | | | | |
| a) How the school convenes an annual   meeting of all parents of participating   children, at a convenient time, to inform   parents of Title I participation, its   requirements, and their right to be   involved?  ***Section 1116(c)(1)*** |  |  |  | * Parents: Did your school hold a meeting for Title I parents at the beginning of the school year? What kinds of things were discussed at the meeting? What does it mean to be a Title I school? Are you familiar with the 1% set-aside for Parent and family engagement? Were you involved in decisions regarding use of this money? |  |
| 1. How the school offers a flexible schedule of meetings, such as meetings in the morning or evening?   ***Section 1116(c)(2*** |  |  |  | * School teams: Discuss how you schedule various parent and family engagement activities and meetings. |  |

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|  | **YES** | **NO** | **N/A** | **Indicators** | **Notes** |
| 1. How the school involves parents in an   organized ongoing, and timely way in the  planning, review and improvement of Title I programs including planning, review, and  improvement of the school parent and family engagement policy?  ***Section1116(c)(3)*** |  |  |  |  |  |
| 1. How the school provides parents of   participating children timely information  about programs under Title I, a description  and explanation of the curriculum in use,  forms of academic assessment used, and if  requested by parents, opportunities for  regular meetings to formulate suggestions  and participate as appropriate, in decisions  relating to the education of their children?   ***Section 1116(c)(4)(A-C)*** |  |  |  |  |  |
| 1. How the school will submit comments/concerns to the LEA, if the Continuous Improvement Plan is not satisfactory to parents?   ***Section 1116(c)(5)*** |  |  |  |  |  |
| 1. How the school-parent compact is jointly developed with parents of participating students; contains the required components and describes how it is used, reviewed and updated?   ***Section 1116(d)(1)(2)(A-C)*** |  |  |  | * Parents: Are you familiar with the school-parent compact? Were you involved in the development or revision of the compact? |  |
| 1. How the school builds teachers’ and parents’ capacity for strong parent and family engagement?   ***Section 1116(e)*** |  |  |  | * Principal: How does the school assist teachers in working with parents to increase student achievement? What training is offered to parents throughout the year? |  |
| 1. How the school will, to the extent practical, provide opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents of migratory children, or parents of homeless in a language parents and family members can understand?   ***Section 1116(f)*** |  |  |  |  |  |

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| **G. Title I, Part A – Qualification for Teachers and Para-Professionals (Section 1111)** | | | | | | | | | | | |
|  | | **YES** | | **NO** | | **N/A** | | **Indicators** | | **Notes** | |
| 1. Is there evidence that all teachers working in a program supported with Title I funds meet applicable State certification and licensure requirements, including any requirements obtained through alternative routes to certification? | |  | |  | |  | | * Documentation to validate Title I teacher certification * Interview: Human Resource Coordinator * How does the LEA ensure that all new hires meet State requirements? * List of teachers hired for current year | |  | |
| 1. Is there evidence that the LEA has ensured that all paraprofessional who work in an instructional capacity in a Title I schoolwide program or who are paid from Title I funds in a targeted assistance program meet the State qualification requirements? | |  | |  | |  | | * Documentation to validate paraprofessional highly qualified status * Interview: Human Resource Coordinator * How does the LEA ensure that all the new hires meet State requirements? * List of paraprofessionals hired for current year | |  | |
| **H. Title I, Part A – Educational Stability for Children in Foster Care (Section 1112)** | | | | | | | | | | |
|  | **YES** | | **NO** | | **N/A** | | **Indicators** | | **Notes** | |
| 1. An LEA must collaborate with the State agency responsible for administering State plans under parts B and E of Title IV of the Social Security Act (the State or tribal child welfare agency) to ensure the educational stability of children in foster care; does the LEA have the following:   ***ESSA Section 1112(c)(B)(i-ii)*** |  | |  | |  | |  | |  | |
| 1. Board Approved Enrollment Policy that includes Children in Foster Care? |  | |  | |  | | * Copy of Board Approved Policy | |  | |
| 1. Foster Care Plan? Must include best determination procedures, transportation procedures, and dispute resolution procedures) |  | |  | |  | | * Copy of Foster Care Plan | |  | |
| 1. Evidence Foster Care Plan was written in collaboration with local Child Welfare Agencies? |  | |  | |  | | * Sign-in Sheets (include signatures, agency represented, and position) * Meeting Agendas * Meeting Notes | |  | |
| 1. Foster Care Dispute Resolution Plan? |  | |  | |  | | * Copy of Dispute Resolution Plan | |  | |
| 1. Documentation of Notices concerning Foster Care decisions? |  | |  | |  | | * Copy of letter or notice to inform student guardian of foster care decisions regarding school placement and transportation | |  | |
| 1. Documentation of Notices regarding disputes? |  | |  | |  | | * Copy of any notices that result from following the Dispute Resolution Plan | |  | |

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| I. Migrant Title I, Part C – Migrant Education Program (Section 1301) | | | | | |
|  | **YES** | **NO** | **N/A** | **Indicators** | **Notes** |

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| 1. Does the LEA have: 2. A correctly completed, legible Certificate of Eligibility for each migrant family served?   ***Section 1301(a)(1)*** |  |  |  | * Migrant staff will review annually all programs onsite. |  |
| 1. A system for ensuring the 36-month eligibility requirement is met?   ***Section 1309(3)*** |  |  |  | * Discussing with system staff for ensuring eligibility with LEA migrant staff |  |
| 1. A system for transferring student records  including family data, educational/health history and test scores?   ***Section 1304(b)(3)*** |  |  |  | * Discussion with system staff for ensuring eligibility with LEA migrant staff. |  |

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| 1. Does the Continuous Improvement Plan have provisions of the following: |  | | | | | |
| a) A comprehensive needs assessment that   addresses special need for migratory   children, preschool-grade 12?  ***Section 1306*** |  |  |  | | * Annual onsite review by migrant contract staff. |  |
| b) Assurances that the unique educational   needs of migratory children, preschool-   grade 12 will be met?  ***Section 1304(b))(1)*** |  |  |  | | * Discuss service delivery plan with applicable Central Office staff. |  |
| c) A comprehensive service delivery plan   that meets the year round needs of   migratory K-8 children? (if applicable)  ***Section 1306*** |  |  |  |  | |  |
| d) A comprehensive service delivery plan   that meets the year round needs of   preschool migratory children? (if   applicable)  ***Section 1306*** |  |  |  |  | |  |
| e) A comprehensive service delivery plan   that emphasizes high school drop-out  prevention and increased graduation rates?   ***Section 1306*** |  |  |  |  | |  |
| f) Procedures to establish that priority   services are given to migratory children   who are failing, or most at risk of failing   (greatest need), to meet the state’s   challenging content and student   performance standards **AND** whose   education has been interrupted during the   regular school year? |  |  |  |  | |  |

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|  | **YES** | **NO** | **N/A** | **Indicators** | **Notes** |

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| g) Plans for professional development programs for teachers and other program   personnel to specifically assist the   education of migrant children?  ***Section 1304(7)(B)*** |  | |  | |  |  |  |
| h) Equal access for migratory student to:  1) public preschool programs?  2) extended school programs?  3) Title I, Title III and other supplemental   programs provided during the regular   school day?  ***Section 1304*** |  | |  | |  | * Evidence of participation in program |  |
| i) A method to include migrant parents /   guardians in meaningful dialogue   concerning operation of the MEP to ensure   the migratory children meet the same   challenging, academic achievement   standards that all children are expected to   meet?  ***Section 1304(c)(3)(A-B)*** |  | |  | |  | * Discussion with LEA migrant staff and migrant parents regarding the district’s support of migrant students. * Documentation from Migrant Parent Advisory Meeting |  |
| 1. Does the LEA have in place and/or implement: |  | | | | | | |
| a) Advocacy programs to help migrant   families overcome cultural and language   barriers as well as social isolation in the   school setting?  ***Section 1301(4)*** |  | |  | |  | * Discussion with LEA migrant staff and migrant parents regarding the district’s support of migrant students. |  |
| b) A system to access health, nutrition and   social services when needed?  ***Section 1304(c)(7)(A)*** |  | |  | |  | * Discussion with LEA migrant staff and migrant parents regarding the district’s support of migrant students. |  |
| c) A method for informing migrant parents  of each student’s adequate yearly progress   in a format and language understandable to   parents  ***Section 1304(c)(3))A)*** |  | |  | |  | * Discussion with LEA migrant staff and migrant parents regarding the district’s support of migrant students. |  |
| d) A method for informing migrant parents of  the availability of family literacy,  technology, or other adult education  programs? ***Section 1304(c)(D)(6)*** | |  | |  |  | * Discussion with LEA migrant staff and migrant parents regarding the district’s support of migrant students. |  |

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|  | | **YES** | | **NO** | | N/A | Indicators | | **Notes** |
| 1. Are all contracts and agreements for products and services made in accordance with applicable federal and state regulations and audit guidelines?   ***Section 1304(c)(1)(A)*** | |  | |  | |  |  | |  |
| J. Title I, Part D, Subpart 2 – Education of Neglected/Delinquent Children (Section 1422-1424) | | | | | | | | | |
| 1. Is there evidence that participating schools implement the following according to the approved application: | |  | | | | | | | |
| * 1. Coordination with facilities that work with delinquent children and youth to ensure their participation in an educational program that is comparable to the one operated in the local school?   ***Section 1422. (20 U.S.C. 6451(d))*** | |  | |  | |  | | * Staff Interviews. * Examples of how the education of students at the institution is focused on district curriculum, instructional goals, and assessment related to acceptable completion of academic programs. * Examples of professional staff working at the institution have comparable opportunities to participate in district professional development offerings. |  |
| * 1. A program for children and youth returning from correctional facilities? (Transition Plan)   ***Section 1422. (20 U.S.C. 6451)*** | |  | |  | |  | | * Staff Interviews. * Program description. |  |
| * 1. Coordination of existing educational programs to meet the unique educational needs and characteristics of the children and youth?  ***Section 1423. (20 U.S.C. 6453)*** |  | | |  | |  | | * Staff Interviews. * Program description. |  |
| * 1. As appropriate, coordination with existing social, health, and other services to meet the needs of returning students?   ***Section 1423. (20 U.S.C. 6453) (11)*** |  | |  | |  | | | * Staff Interviews. * List of agencies services. |  |
| * 1. As appropriate, partnerships with local business to develop training, curriculum-based youth entrepreneurship education, and mentoring services to participating students?   ***Section 1423. (20 U.S.C. 6453(7)*** |  | |  | |  | | | * Staff Interviews. * List of agencies services. |  |
| * 1. As appropriate, involvement of parents in efforts to improve educational achievement, assist in drop-out prevention, activities, and to prevent the involvement of their children in delinquent activities?   ***Section 1423. (20 U.S.C. 6453)(8)*** |  | |  | |  | | | * Engagement of parents in the students’ educational plan. * List of ways parents can provide input related to education program. * List of parent involvement activities or resources made available to parents. |  |
|  | **YES** | | **NO** | | N/A | | | Indicators | **Notes** |
| * 1. Coordination with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs?   ***Section 1423. (20 U.S.C. 6453(8)*** |  | |  | |  | | | * Staff Interviews. * List of appropriate programs |  |
| * 1. Work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities?   ***Section 1423. (20 U.S.C. 6453(11)*** |  | |  | |  | | | * Staff Interviews. * Program description. * Documentation of contact with probation officers |  |
| * 1. Ensuring correctional facilities are aware of a student’s existing individualized education program?   ***Section 1423. (20 U.S.C. 6453(12)*** |  | |  | |  | | | * Discussion of how schools make facilities aware of a student’s existing IEP. |  |
| * 1. as appropriate, finding alternative placements for students interested in continuing their education but unable to participate in a regular public school programs?   ***Section 1423. (20 U.S.C. 6453(13)*** |  | |  | |  | | | * Documentation of contact with agencies * Pamphlets |  |
| 1. Are funds used to operate the following:   ***Section 1424*** | ***NOTE: An LEA that serves a school operated by a correctional facility is not required to provide a program of support if more than 30% of the students will reside outside the boundaries of the LEA after leaving the facility.*** | | | | | | | | |
| a) Programs that serve children and youth   returning to local schools from   correctional facilities, to assist in the   transition of children and youth to the   school environment and help them remain   in school in order to complete their   education?  ***Section 1424(a)(1)*** |  | |  | |  | | | * Describe how the LEA uses funds to transition children returning from correctional facilities, for a dropout prevention program, for health and social services, to meet unique academic needs of served students, and mentoring or peer mediation. |  |
| b) A dropout prevention program that targets   at-risk children and youth?  ***Section 1424(a)(2)*** |  | |  | |  | | |  |  |
| c) The coordination of health and social   services for children and youth that will   improve the likelihood that such individual   will complete their education?  ***Section 1424(a)(3)*** |  | |  | |  | | |  |  |
| d) Special programs to meet the unique   academic needs of participating children   and youth?  ***Section 1424(a)(4)*** |  | |  | |  | | |  |  |
|  | **Yes** | | **No** | | N/A | | | Indicators | **Notes** |

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| e) Programs providing mentoring and peer   mediation? ***Section 1424(a)(5)*** |  | |  | |  |  |  |
| 1. Is there evidence that funds are allocated based on need; e.g., concentration of poverty, dropout rates, other objective indicators or educational needs?   (***If a school receiving Part D, Subpart 2 funds is not a Title I, Part A participating school, LEA must identify the at-risk youth enrolled in the school that will receive Part D services***)  ***Section 1425*** |  | |  |  | | * Describe how the LEA allocates funds based on needs. * Needs assessment process; list of participants involved. * Data sources utilized. |  |
| 1. Is there evidence that the LEA has made a substantial effort to negotiate agreement with all facilities, particularly those with the highest number of delinquent children?   ***Section 1425*** |  | |  |  | |  |  |
| 1. Does the LEA exercise administrative control and assume responsibility for monitoring the funded programs to ensure compliance with any formal agreements and applicable statutory and regulatory requirements?   ***Section 1425*** | |  |  |  | |  |  |
| 1. Does the LEA conduct a program evaluation using multiple and appropriate measures of student progress, at least once every three years to determine Part D’s impact on the ability of participants to: ***Section 1426*** | |  |  | |  | * Discuss program evaluation results. |  |
| 1. Maintain and improve educational achievement?   ***Section 1426*** | |  |  | |  |  |  |
| 1. Accrue school credits that meet state requirements for grade promotion and secondary school graduation?   ***Section 1426*** | |  |  | |  |  |  |
| 1. Make the transition to a regular program or the education program operated by the LEA?   ***Section 1426*** | |  |  | |  |  |  |
| 1. Complete secondary school or (secondary equivalency requirements) and obtain employment after leaving the institution? |  | |  | |  |  |  |

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|  | **YES** | **NO** | N/A | Indicators | **Notes** |

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| 1. Does the LEA use the results of evaluations to plan and improve subsequent programs for participating children and youth?   ***Section 1426)*** |  |  |  | * Discussion with Central Office staff regarding the results of the program evaluation. * How does the LEA use the Title I, Part D evaluation results? * Major findings in the past three years’ evaluation * How were findings used to plan for program improvements? * Who participates in completing the End of Year evaluation reports? |  |
| K. Participation of Children Enrolled in Private Schools (Section 1117) | | | | | |
| **NOTE: This section applies to all federal fund sources regarding services to students and teachers in private schools.**  **Title I, Part A – Participation of Children Enrolled in Private Schools**  **Title I, Part C – Education of Migratory Children**  **Title II, Part A - Teacher and Principal Training and Recruiting Fund**  **Title III, Part A – English Language Acquisition, Language Enhancement, and Academic Achievement Act**  **Title IV, Part B – 21st Century Community Learning Centers**  **Title VIII, Part F, Section 8501 – Uniform Provisions – Subpart 1 – Private Schools** | | | | | |
| 1. Does the LEA provide timely and meaningful consultation with private school officials on the availability of funds to provide services to eligible private school students (as appropriate)?   ***Section 1117(a)(1)(A) & 8501(c)*** |  |  |  | * Interviews with private school officials. * Copy of signed Letter of Intent. * Meeting agenda * Minutes |  |
| 1. Does the LEA make private school officials   aware of the procedure to file a complaint to  the SDE regarding timely and meaningful  consultation provided by the LEA?  ***(All applicable fund sources)***  ***Section 1117(b)(2)*** |  |  |  | * Interviews with private school officials. * Paragraph detailing complaint procedures. * Letter of intent which includes compliant procedures * Copy of (required) Alabama Equitable Services Complaint Assurance from each participating private school |  |
| **Does the LEA provide programs and services to students or teachers in private schools? If yes, respond to the following questions. If no, mark N/A to the following questions and proceed to the next section.** | | | | | |
| 1. As appropriate, does the LEA ensure that   participating students and teachers in  private schools are provided equitable  services?  ***All applicable fund sources***  ***Section 1117(a)(1)(A-B)*** |  |  |  | * Interviews with private school officials. |  |

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| 1. Does the LEA provide timely and meaningful consultation during the design, development and implementation, for ***Title I services***, of the following:   ***Section 1117(b)(1)(A-L)*** |  | | | | | | |
|  | **YES** | **NO** | N/A | Indicators | | | **Notes** |
| a) Identification of the students’ needs? |  |  |  | * Interviews with private school officials and LEA Central Office staff. | | |  |
| b) Services to be offered? |  |  |  |
| c) How, where, and by whom the services  will be provided? |  |  |  |  | | |  |
| d) Assessment of the services provided and   how the assessment results will be used to   improve services provided? |  |  |  |  | | |  |
| e) Equitable services to be provided and  proportion of funds to be allocated? |  |  |  |  | | |  |
| 1. Is there evidence that the LEA and each private school, through timely and meaningful consultation, have jointly developed a written ***Equitable Services Implementation*** ***Plan***, designed to serve students in private schools?   ***Section 1117(b)(1)(E)*** |  |  |  | * Review of LEA Title I plan with Central Office staff. * Equitable Services Implementation Plan | | |  |
| 1. Is there evidence that the LEA, in conjunction with private school officials, has established criteria to identify eligible private school students for **Title I services** having the greatest need for targeted academic assistance:   ***Section 1117(b)(1)(A-L)*** | ***Interview: Central Office staff to discover collaborative efforts with private schools***. | | | | | | |
| a) Has the LEA established multiple   educationally related, objective criteria?  ***Section 1115(b)*** |  |  |  | * Multiple Criteria used in eligibility process | |  | |
| b) Is there a rank order listing of eligible   students, an indication of a cut-off score,   and students that fall below the cut-off   score? |  |  |  | * Rank order list | |  | |
| c) Are students with the greatest needs   receiving services? |  |  |  |  | |  | |
| d) Has each participating school established   the multiple criteria by which students   may exit the program? |  |  |  | * Exit criteria | |  | |
| 1. Is there documentation to support parental refusal of student’s participation of Title I Services? ***(Section 11117)*** |  |  |  | * Procedures for waiving services | |  | |
| 1. Are Title I services provided to participating  private school students secular, neutral and non-ideological? |  |  |  |  |  | | |

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|  | **YES** | **NO** | N/A | Indicators | **Notes** |
| 1. Does the LEA retain control of and include in its inventory (materials, equipment, property), purchased with federal funds for use in private schools? ***All applicable fund sources***   ***Section 1117(d)(1) and 8501(d)*** |  |  |  |  |  |
| 1. Is there evidence the LEA consults throughout the school year with the private school? ***(Section 1117)*** |  |  |  | Service Agreement |  |
| 1. Is there evidence the LEA monitors the private schools for compliance throughout the school year? ***(Section 1117)*** |  |  |  | Monitoring Instrument |  |

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| **L. Title II, Part A – Supporting Effective Instruction (Section 2101)** |

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| 1. Has the LEA prioritized funds to schools served by the agency that are implementing:   ***Section 2102(b)(2)(C)*** |  | | | | |
| 1. Comprehensive support and improvement activities under Section 1111? |  |  |  | * Working notes for selecting schools * Documentation that supports professional development funds are directed to these schools, if applicable * Written procedures/criteria for allocating funds * Expenditure reports |  |
| 1. Targeted support and improvement activities under Section 1111? |  |  |  |  |
| 1. and, schools that have the highest percentages of students in poverty under Section 1111(d)? |  |  |  |  |
| 1. Does the LEA provide high quality personalized professional development that meet the federal requirement for professional learning?   ***Section 2103(b) and 8101(42)*** |  |  |  | * LEA Consolidation Application Plan Goals, Strategies, and Actions Steps |  |
| 1. Does the plan provide how professional development activities will be coordinated with activities provided through other Federal, State, and local programs?   ***Section 2122(b)(4)*** |  |  |  | * LEA Consolidated Application/Plan Goals, Strategies, and Action Steps |  |
| 1. Are all teachers whose salaries are paid from these funds fully certified to teach in the subject and grade area to which they have been assigned?  ***Section 2103(b)(3)(D)*** |  |  |  | * Documentation of teacher certification and assignment * Documentation to show that class size reduction needs are determined by class size data analysis, student achievement data, and needs assessment |  |
|  | **YES** | **NO** | **N/A** |  |  |
| 1. If applicable, does the LEA use Title II funds to increase the knowledge base of teachers, principals, or other school leaders on instruction in the early grades and on strategies to measure whether young children are progressing; and the ability of principals or other school leaders to support school and preschool program educators to meet the needs of students through age 8, including through joint professional learning and planning activities that address the transition to elementary?   ***Section 2103(b)(3)(G)(i & ii)*** |  |  |  | * STI registration * Power point * Sign-in Sheets * Agendas * Meeting Notes |  |
| 1. Are all class size reduction teachers supplemental and not the only teacher in that grade or subject? |  |  |  | * Teacher schedules by grade and/or subject |  |
| **M. Language Instruction for English Learners and Immigrant Students** | | | | | |
| 1. Does the school system have a Board-approved policy admitting students regardless of immigrant status or English –speaking status?   ***Plyler vs. Doe, 457 U.S. 202, (1982, Title VI of the civil Rights Act 1964)*** |  |  |  | * School Staff: Explain the policy and process for enrolling EL students? * Board policy |  |
| 1. Is there evidence that the LEA systematically provide: |  | | | | |
| 1. The English Learner EL Policy to all school and LEA personnel?   ***Section 3116*** |  |  |  | * What process/training has been done regarding EL policy and/or procedures handbook? * Agenda and Sign-in sheet |  |
| 1. A mechanism for enrolling a student pending receipt of the required record of immunizations?   ***Section 3116*** |  |  |  | * School Staff: What process, including any traininghas been done regarding the enrollment of EL students? * How are appropriate codes entered or updated in STI? * Agenda and Sign-in Sheets |  |
| **Procedures for Identification, Assessment, Placement, Exit** | | | | | |
| 1. Does the LEA have effective and timely procedures to identify, assess, and place language minority students, including immigrant children and youth, who have a primary/home language other than English and who are EL?   ***Section 3116(b)(2); 3113(b)(3)(b) & 1112(e)(3)(A)*** |  |  |  | * Discuss/demonstrate the timeline for how students are identified and assessed after marking a primary language other than English and who are EL |  |
|  | **YES** | **NO** | **N/A** |  |  |
| 1. Does the LEA ensure that parents of EL students are notified in accordance with Section 1112(e) of their child’s placement in EL services?   ***Section 1112(e)(3)(A)(i-viii)*** |  |  |  | * School Staff: Discussion and review of documentation |  |
| 1. Is there documentation to show that the LEA has assessed each EL student with ACCESS for ELLs 2.0?   ***Title I, Section 1111(b)(1) & Section 3116(b)(2)*** |  |  |  | * Is ACCESS for ELLs 2.0 test documentation placed in the permanent record for each EL student in anticipation of when they transfer to a school district or move on to a higher grade? |  |
| 1. Does the LEA have a procedure that allows  parents/guardians to waive supplemental/Title III English language instruction educational services for a child after they have been informed of the educational implications of such a decision?   ***Section 1112(e)(2)(A)(viii)(I-III)*** |  |  |  | * School staff: What supplemental explanation do you give parents about their right to waive supplemental Title III services? * Waiver document for supplemental services |  |
| 1. Is there documentation that the LEA follows   state established program exit criteria so that a student is not maintained in an English language instruction program longer than is necessary?  ***Section 1112(e)(2)(A)(vi)*** |  |  |  | * School Staff: What process is used to exit students? * What happens if the child struggles in the mainstream after exiting? |  |
| 1. Does the LEA monitor, for a minimum of four years, the academic progress of students that have exited from ESL services?   ***Section 3121(a)(4-5)*** |  |  |  | * School Staff: Please explain the process used to monitor students once they have met appropriate exit criteria. * Provide documentation that supports monitoring. |  |

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|  | **YES** | **NO** | **N/A** | | **Indicators** | **Notes** |
| **ESL Programs and Instruction** | | | | | | |
| 1. Are teachers that provide English language development or access to core curriculum for ELs provided high quality professional development?   ***OCR Memorandum, September 1991, Lau v. Nichols; Castanada v. Pickard*** |  |  |  | | * School Staff: Explain the English language instructional program used by the LEA or individual schools * Explain the WIDA ELP standards. * Evidence that professional development is provided to classroom teachers, principals, administrators, and other school or community-based personnel. * Does the LEA encourage coordination between EL resource teachers and all other faculty and staff? |  |
| 1. Does the LEA have procedures and demonstrated practices that ensure: |  | | | | | |
| 1. English Learner (EL) students are not excluded from special opportunity programs for the academically gifted, or other specialized activities based on English language proficiency, or identified for special education services because of language proficiency? ***Section 3115(d)(3)*** |  |  | |  | * Central Office Staff: Please share examples of EL students receiving Gifted, Special Education, or Title I Services |  |
| 1. English Learners are allowed to participate in Title I services on the same basis as all students in Title I participating schools   ***Section 3115(d); Section 3213(a)(2)(G); Office of Civil Rights Memorandum, September 1991, Lau v. Nichols*** |  |  | |  | * Central Office Staff: Please share examples of EL students receiving Gifted, Special Education, or Title I Services |  |
| 1. Has the LEA developed high-quality age appropriate English language instruction educational programs, which are evidence-based and designed to meet the needs of EL children, including immigrant children and youth?   ***Section 3116(c)Section 3115(6)(c); Office of Civil Rights Memorandum, September 1991, Lau V. Nichols*** |  |  | |  | * School Staff: Explain the program/process used to teach English language acquisition. What evidence-based evidence can be used to support the programs use? * Explain the WIDA ELP standards |  |
| 1. Does the LEA provide English language instructional services in the least restrictive manner possible and with comparable facilities and materials to those used for non EL students or transport students to other facilities for academic and support?   ***OCR Memorandum, September 991, Lau v. Nichols*** |  |  | |  | * School Staff: If ELs are pulled out of their classroom for language services, where do they go? * Conduct an on-site walk through * School Staff: Are only ELs transported within the school day for academic, language or support services. If so, explain the process |  |
|  | **YES** | **NO** | **N/A** | | **Indicators** | **Notes** |
| 1. How does the LEA certify that all teachers in any language instruction educational program for EL children are fluent in English and any other language used for instruction including having written and oral communication skills?   ***Section 3116(c)*** |  |  |  | | * LEA personnel: How do you ensure all EL teachers are fluent in English including written and oral communication skills? |  |
| **EL Parental Rights and Involvement** | | | | | | |
| 1. Is there evidence that the LEA: |  | | | | | |
| 1. Provides reasonable, meaningful, and sufficient efforts to involve parents/guardians of students who are English language learners in the educational program?   ***Section 3115(c)(2)(A-D) and Section 1112(e)(3)(c)*** |  |  |  | | * School Staff: Explain what you do to ensure that all EL (and NOMPHLOTE) parents receive information about school activities in a language they can understand |  |
| 1. Provides effective communications with parents of language minority and English Learners and notifies EL parents about important school information in a format and language they can understand?   ***Office of Civil Rights 1992, Section 1112(e)(3)(c)*** |  |  |  | | * Parents: Describe how the district communicates with you. Can you understand the information you receive? * Translated documents |  |
| **Assessment and Accountability** | | | | | | |
| 1. Is there evidence that the LEA conducts an annual evaluation of the effectiveness of its English language instruction educational program and that program modifications are made as needed on the evaluation?   ***Section 3121, Castanada v. Pickard*** |  |  |  | | * Review evaluation. |  |
| **Title III, Immigrant. If the LEA receives Title III or Immigrant funding complete this section; if not, skip and proceed to the next section.** | | | | | | |
| 1. Does the LEA offer to consult with private schools about services for their EL students?   ***8501; Section 1117(a)(i))(A)*** |  |  |  | | * Review of document. |  |

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|  | **YES** | | **NO** | | **N/A** | | **Indicators** | | | **Notes** |
| 1. Is it evident that Title III, Part A expenditures are used for the following required subgrantee activities before funds are used for the allowable Title III activities:   ***Section 3115(c)&(d)*** |  | | | | | | | | | |
| 1. To increase the language proficiency of English learners by providing effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing English language proficiency and student academic achievement? |  | |  | |  | | * Review of documentation. * Interviews. | | |  |
| 1. To provide effective professional development of sufficient intensity and duration to classroom teachers principals, and other school leaders, administrators, and other school or community-based organization personnel to improve the instruction and assessment of ELs? |  | |  | |  | | * Review of documentation. * Interviews. | | |  |
| N. Title IV, Part B – 21st Century Community Learning | | | | | | | | | | |
| 1. Does the Program use the award funds to offer students a broad array of additional services, programs, and activities that are designed to reinforce and complement the regular academics of participating students described in the grant.   ***Section 4201(a)(2) Section 4205(a)*** | | Original RFA-Academic Goals Section  Original RFA-Section addressing academics  Continuation Application if Year 2 or 3 | | | | | | | | |
| **Required Activities for ALL Programs** | | | | | | | | | | |
| a) Academic enrichment learning programs,   mentoring programs, remedial education   activities, and tutoring services that are   aligned with (1) the challenging State   academic standards and any local academic   standards; and (2) local curricula that are   designed to improve student academic   achievement?  ***Section 4205(a)(1)(A)(B)*** | |  | |  | |  | | Lesson Plans related to enrichment, remediation, and tutoring aligned to State and local standards and local curricula   * Daily/weekly/monthly schedules reflecting enrichment, remediation, and tutoring * Academic/Enrichment field trip documentation * Field Trip logs * Field Trip Approval (District and ALSDE approval) * Field trip Agenda and connected Lesson plans with standards |  | |

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|  | **YES** | | **NO** | **N/A** | **Indicators** | **Notes** |
| b) Well-rounded educational activities,   including such activities that enable students   to be eligible for credit recovery or   attainment? (Not applicable to elementary  programs)  ***Section 4205(a)(2)*** | |  |  |  | 󠄀 Documentation of activities that support students’   attainment of course credits for grades 7-12  󠄀 Lesson Plans focused on credit recovery |  |
| c) Services for individual with disabilities?  ***Section 4205(a)(5)*** | |  |  |  | 󠄀 Lesson plans for SPED students needing modifications   and/or accommodations  󠄀 Statement reflecting that no special modifications or   accommodations are needed  󠄀 Parent Handbook: Section stating program accepts all   students |  |
| d) Programs that support a healthy and active   lifestyle, including nutritional education and   regular, structured physical activity   programs?  ***Section 4205(a)(4)*** | |  |  |  | 󠄀 Nutritional Education lesson plans  󠄀 Physical Education lesson plans  󠄀 Schedule reflecting physical activities taking place on a   regular basis |  |
| e) Telecommunications and technology  education?  ***Section 4205(a)(8)*** | |  |  |  | 󠄀 Computer Lab Sign In Sheets  󠄀 Lesson Plans incorporating technology and   telecommunications  󠄀 Daily/weekly schedule |  |
| f) Programs that partner with in-demand fields   of the local workforce or build career   competencies and career readiness and   ensure that local workforce and career   readiness skills are aligned with the Carl D.   Perkins Career and Technical Education Act   of 2006 (20 U.S.C. 2301 et seq.) and the   Workforce Innovation and Opportunity Act   (29 U.S.C. 3101 et. Seq.)  ***Section 4205(a)(14)*** | |  |  |  | 󠄀 Lesson plans focused on careers, career readiness and /or   workforce development  󠄀 Documentation of Career readiness/Career fairs and   other Workforce Development activities   * Flyers/letters/Announcements/Invitations * Newsletters * Agendas * Sign In Sheets |  |
| g) Program offers opportunities for students to  participate in Service Learning projects?  \*\*Note: A program may operate a year-long   service project or conduct one service   project per semester. Documentation must   support the type of service project the   program implements | |  |  |  | 󠄀 Documentation related to the planning and   implementation of the Service Learning Project\*\*  󠄀 Pictures/PowerPoint Presentations  󠄀 Communications such as newsletters, flyers, letters,   emails  󠄀 Lesson Plans related to the Service Learning Project  󠄀 Agendas  󠄀 Sign In Sheets  󠄀 Minutes/Notes |  |

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|  | **YES** | | **NO** | | **N/A** | **Indicators** | | **Notes** | |
| h) Programs that offer arts and music   enrichment opportunities? | |  | |  |  | | Lesson plans focused on the arts and music  Documentation of Family Arts and Music Events   * Flyers/letters/Announcements/Invitations * Newsletters * Agendas * Sign In Sheets | |  | |
| **Required if addressed in Needs Assessment** | | | | | | | | | | |
| i) Programs that provide assistance to students   who have been truant, suspended, or   expelled to allow the students to improve   their academic achievement?  ***Section 4205(a)(11)***  **(Focus is on student attendance, behavior and   character development and how your   afterschool program supports the regular   school day program with these issues)** | |  | |  |  | | 󠄀 List of tools/programs used in after school programs that   address truancy, student behavior and character   development  󠄀 School Attendance Report  󠄀 Student Incident Report  󠄀 INow report reflecting number of office referrals  󠄀 Lesson Plans targeting truancy and/or student   behavior/character development activities | |  | |
| j) Drug and violence prevention programs and   counseling programs?  ***Section 4205(a)(12)***  **(Focus is on Drug and Violence Prevention and**  **how your after-school program supports the**  **regular school day program with these issues)** | |  | |  |  | | * List of tools/programs used in after-school programs that address drug, violence, and/or bullying issues (examples: DARE, Leader in Me, etc.) * Lesson plans focusing on drug, violence, and/or bullying prevention | |  | |
| **Required for Programs with Targeted Population** | | | | | | | | | | |
| k) Programs that provide after-school activities   that emphasize language skills and academic   achievement?  ***Section 4205(a)(6)***  ***(Required for programs with EL students)*** | |  | |  |  | | 󠄀 Interview Site Director  󠄀 Lesson Plans for students needing language skills and   academic achievement  󠄀 ACCESS scores for EL students  󠄀 Pre/Post data for language | |  | |
| **Optional Program Activities** | | | | | | | | | | |
| l) Cultural programs?  ***Section 4205(a)(7)*** | |  | |  |  | | 󠄀 Lesson plans focusing on cultural diversity  󠄀 Documentation of Cultural events   * Agendas * Sign In Sheets * Flyers/Announcements/Newsletters/Invitations | |  | |
| m) Literacy education programs, including  Financial Literacy programs and  Environmental Literacy programs?  Section 4205(a)(3) | |  | |  |  | | 󠄀 Lesson Plans targeting financial literacy and/or   environmental literacy activities  󠄀 List of Financial Literacy/Environmental literacy   programs  󠄀 Documentation (memos, letters, etc.) supporting   partnerships with financial and environmental agencies | |  | |

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|  | **YES** | **NO** | **N/A** | **Indicators** | **Notes** |

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| n) Expanded library service hours?  **Section 4205(a)(9)** |  |  |  | 󠄀 Schedule reflecting library extended hours  󠄀 Schedule/Reports of after school program library  activities/usage (story time, check outs, etc.)  󠄀 Documented library use |  |
| 1. Does the program incorporate skills in science, technology, engineering, and mathematics (referred to in this paragraph as ‘STEM’), including computer science and that foster innovation in learning by supporting nontraditional STEM/STEAM education teaching methods? ***Section 4205(a)(13)*** |  |  |  | 󠄀 Lesson Plans focusing on STEM/STEAM activities  󠄀 Schedule reflecting STEM/STEAM activities taught on   regular basis  󠄀 STEM/STEAM student and Family events   * Flyers/Letters/Invitations/Announcements * Agendas * Sign In Sheets   󠄀 STEM/STEAM related field trip documentation   * Field Trip logs * Field Trip Approval (District and ALSDE approval) * Field trip Agenda and connected Lesson plans with standards |  |
| 1. Is the program implementing parenting skills programs that emphasize Parent and Family Engagement Activities that offer families of students served by community learning centers opportunities for active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development?  ***Section 4201 (a)(3) Section 4205 (a)(10)*** |  |  |  | 󠄀 Documentation showing parents have been notified   about 21st CCLC program and activities (newsletters,   flyers, newspaper ads/announcements, etc.)  󠄀 Parent Interview (included in districtwide parent   interview)  󠄀 Parent and Family Engagement Activities and required   orientation   * Memos/Invitations/Announcements, agendas, sign in sheets, newsletters |  |
| 1. Is there a clear integration of the Child Nutrition Program to ensure healthy, nutritious snacks? |  |  |  | 󠄀 Letter of Agreement/Memorandum of Understanding   with the Child Nutrition Program  󠄀 Daily Snack Count  󠄀 Weekly snack/dinner (if applicable) menu – for each site |  |
| 1. Is there documented evidence that the Measures of Effectiveness are incorporated into the 21st CCLC program?   ***Section 4205(b)(1)(A-E)*** |  |  |  | 󠄀 Needs Assessment – Include any updates  󠄀 Documentation supporting need for the program  (reports, surveys, etc.)  󠄀 Goals and measurable objectives section from  RFA  󠄀 List of evidence-based programs and strategies used to   attain goals and measurable objectives  󠄀 Pre/Post Test Data  󠄀 EZ Reports Student Grades Report  󠄀 List of tools used to measure academic success  󠄀 Evaluation Reports (Midyear/Final Reports) |  |

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|  | **YES** | **NO** | N/A | **Indicators** | **Notes** |
| 1. Are recurring evaluation systems conducted to assess the program’s progress toward goals and objectives and are the detailed use of results utilized to refine, improve and strengthen the program documented? |  |  |  | **External Evaluations**  󠄀 Evaluation Plan  󠄀 Midyear Report  󠄀 Annual Final Report  **ALSDE/District/Local School Evaluations**  󠄀 Program Specific Student Evaluations (i.e. Scantron,   DIBELS, STAR, COMPASS, etc.)  󠄀 EZ Report Student Grades Report  󠄀 Site Evaluations  󠄀 Risk Assessment  󠄀 Compliance Monitoring Corrective Action   Documentation resulting from Compliance Monitoring   citations  󠄀 Staff Evaluations |  |
| 1. Is there ongoing communication with regular classroom teachers to ensure the accomplishment of educational objectives? |  |  |  | 󠄀 Samples of communication and collaboration with   regular school day classroom teachers and 21st CCLC   staff  󠄀 Interview regular school day teachers |  |
| 1. Does the program maintain appropriate employee documentation, including but not limited to fingerprinting and background checks for all staff members? |  |  |  | 󠄀 Copies of all 21st CCLC Job Descriptions  󠄀 List of all 21st CCLC personnel indicating job  title/position  󠄀 Samples of Staff Employment Applications  󠄀 District/Local School Policy statement for  background checks and fingerprinting (included in  staff handbooks also)  󠄀 Verify all employment applications, background  checks, fingerprinting, etc. are maintained and filed  accordingly |  |
| 1. Are all timekeeping policies clearly outlined, communicated, well-documented, and in compliance with federal and state regulations? |  |  |  | 󠄀 Time sheets/Personal Activity Report (PAR) for each  employee  󠄀 Documented timekeeping policies and procedures  included in Staff Handbook  󠄀 Documentation of timekeeping procedures addressed  during required Staff Orientation   * Memo/Announcement related to orientation meeting * Meeting Agenda/Minutes * Sign In Sheets |  |

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|  | **YES** | **NO** | N/A | **Indicators** | **Notes** |
| 1. Is there appropriate administration leadership provided at all times? |  |  |  | 󠄀 Chain of Command/Personnel chart  󠄀 21st CCLC staff list with duties and responsibilities  󠄀 Copies of all administrative job descriptions  󠄀 Copies of Time sheets/Personal Activity Report (PAR)   for Administrative Personnel (i.e. Site Director,   Program Coordinator, Secretary, Bookkeeper, etc.)  󠄀 Administrative Costs Worksheets (Uploaded in eGAP   Document Library) |  |
| 1. Does the program administration assess training needs of staff and provide relevant training and ongoing professional development experiences, in collaboration with school, local community and state partners in order to build more effective program practices? |  |  |  | 󠄀 Staff training needs survey (can be an email)  󠄀 Listing of 21st CCLC staff development trainings  󠄀 Professional Development (10 hour) Verification Form   (ALSDE) for all employees  󠄀 Documentation of 21st CCLC Trainings   * Agendas * Sign In Sheet * Professional Development Certificates * STIPD Documentation * Training Notes/Minutes |  |
| 1. Does the program meet safety procedures that: |  | | | | |
| Have well-documented sign in/sign out procedures for students with adequate security measures in place? |  |  |  | 󠄀 Parent Handbook with outlined procedures and   expectations (regarding signing students in and out of   the program, visiting program, etc.)  󠄀 Staff Handbook with outlined procedures and   expectations (regarding signing students in and out of   the program, visiting program, etc.)  󠄀 Samples of Sign In/Sign Out Sheets  󠄀 Documentation that sign in/sign out procedures were   addressed during required Staff Orientation   * Memo/Announcement related to orientation meeting * Agenda * Sign In Sheets * Meeting Minutes/Notes |  |
| 1. Have a safe, secure facility and environment which is easily accessible and is ADA compliance provided? |  |  |  | 󠄀 Secured facility at all times  󠄀 Communication devices/equipment accessible to all 21st   CCLC faculty and staff  󠄀 Copies of Inspection records verifying ADA   Compliance for the site  󠄀 Fire Extinguisher Inspection Verification for site |  |

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|  | **YES** | **NO** | N/A | **Indicators** | **Notes** |
| 1. Have an emergency readiness plan which includes fire drills, severe weather drills, lock-down drills etc., and is this plan well documented? |  |  |  | 󠄀 21st CCLC program specific After School Safety Plan  󠄀 21st CCLC program specific Summer Safety Plan  󠄀 21st CCLC program specific Medication   Administration Plan  󠄀 Documentation of staff training on safety procedures   during required 21st CCLC Staff Orientation Meeting   * Meeting Announcement * Agenda * Sign In Sheet   󠄀 Safety Plans included in Staff Handbook  󠄀 Safety Drill Documentation   * Fire Drills (monthly) * Severe Weather (quarterly & once in summer) * Lock Down/Intruder Drill (each semester and once per summer) * Bus Drills (Beginning of each semester and beginning of summer program) |  |
| 1. Are the vehicles used for transportation (district/charter) safely maintained and inspected on a regular basis? |  |  |  | 󠄀 21st CCLC program specific transportation policy  󠄀 Specific transportation/vehicle information   * Copies of bus routes * List of approved buses with bus numbers and location * Copies of vehicle maintenance and inspection reports * Transportation Activity log   󠄀 Copy of charter bus license and safety inspection |  |
| 1. Does the LEA ensure policies for effective administration and allocations of funding? |  |  |  | **21st CCLC Funds**  󠄀 Policy of accounting funds  󠄀 Narrative for collecting, receipting, and depositing   money  󠄀 Narrative regarding reimbursements  󠄀 Copies of line item budget  󠄀 Copies of MacALEER Monthly Detailed Expenditure   report for 21st CCLC program for each grantee site   (LEAs only)  󠄀 Monthly Detailed Expenditure report (CBOs/FBOs)  **Sustainability Funds**  󠄀 Monthly detailed income report  󠄀 Monthly detailed expenditure report |  |

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|  | **YES** | **NO** | | N/A | | **Indicators** | **Notes** |
| 1. Are all 21st CCLC employee salaries and work times charged to the 21st CCLC program necessary and reasonable according to the number of hours the program operates on a weekly basis? |  |  | |  | | * Monthly Recap of Student/Teacher Ratio * List of all 21st CCLC employees and job titles/position * Samples of timesheets and Personal Activity Reports for all 21st CCLC staff * Employee weekly and monthly salaries |  |
| 1. Has the program: |  | | | | | | |
| 1. Developed and implemented policies and procedures for purchases and procurement? |  | |  | |  | 󠄀 Copies of policy and procedures for purchase orders  󠄀 Copies of approved and completed purchase orders  󠄀 Copies of Contractual Services   * Contracts * Agreements * Memorandum of Understanding |  |
| 1. Established and implemented inventory procedures? |  | |  | |  | 󠄀 Copy of equipment and inventory process  󠄀 Copy of District/School 21st CCLC Inventory   including:   * Description of property * Date of purchase * Amount of purchase * Location of property * Serial number   󠄀 Identify three pieces of 21st CCLC equipment   * Match serial number to inventory list * Match to purchase order used to purchase property * Ensure equipment labeled 21st CCLC |  |
| 1. Are travel funds used for 21st CCLC staff to participate in authorized conferences workshops, and/or meetings directly related to the 21st CCLC program? |  | |  | |  | 󠄀 List of professional development taken by 21st CCLC   program using program funds  󠄀 Documentation pertaining to required staff professional   development (ALSDE Grantee Training, Regional   meetings/trainings, Conferences)   * Conference /Meeting Agendas * Travel Documentation (Request/Approval Verification/Reimbursement forms) |  |
| 1. Is there documented evidence that the 21st CCLC program is coordinating 21st CCLC funds with Federal, State, and Local programs, and make the most effective use of public resources? |  | |  | |  | 󠄀 List of additional funding sources (Title   funds/CNP/DPH/DHR/local/etc.)  󠄀 Interviews (Site Coordinator/Site Director/Federal   Programs Coordinator) |  |

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|  | **YES** | **NO** | | N/A | | **Indicators** | **Notes** |
| 1. Has the grantee developed a sustainability plan to ensure long-term commitment of resources and are sustainability funds maintained in keeping with sound accounting practices, and clearly differentiated from all other funding sources?   \*\*Unless every child is on scholarship or the school is 100% free and reduced. If program charging a nominal fee, must be according to a sliding scale. |  | |  | |  | 󠄀 Copy of comprehensive, detailed sustainability plan –   this can be from the application copy in the   sustainability section of the grant application  󠄀 Narrative about how tuition is charged and deposited   into the sustainability account\*\*  󠄀 List of all partners and the services they provide  󠄀 List of all volunteers and the services they provide  󠄀 Copy of detailed monthly sustainability income report  󠄀 Copy of detailed monthly sustainability expenditure   report  󠄀 Copies of additional grants  󠄀 District/Local School Financial Statement related to   additional donations |  |
| 1. Does the 21st CCLC program partner with local agencies, schools, and organizations and make efforts to recruit and retain established collaborations? |  | |  | |  | 󠄀 List of all partner/volunteers and the services they   provide  󠄀 Letter of commitment/Memoranda of   Understanding/Agreements (Joint Collaborative   Partnerships)  󠄀 Partner Surveys  󠄀 EZ Reports: Partners and Volunteers |  |
| 1. Is there documented evidence of the hours of operation (during out-of-school hours), length and timeframe to substantiate the program is in compliance with SDE standards and the approved RFA? |  | |  | |  | 󠄀 Copies of Student Registration Forms (hours of   operation included on form)  󠄀 Parent Handbook (stating hours of operation)  󠄀 Staff Handbook (stating hours of operation)  󠄀 Brochures/Newsletters (stating hours of operation)  󠄀 Weekly/Monthly Schedule Form (reflecting hours of   operation) |  |
| 1. Are the private schools located in the geographical attendance zones of schools served by LEAs/CBOs/FBOs involved in planning and notified of the services available under the 21st CCLC grant? |  | |  | |  | 󠄀 Copies of Private School Consultation Forms with 21st   CCLC as a federal option  󠄀 Private School Meeting Documentation   * Phone log of conversations * Memos/Emails/Letters/Invitations * Meting Agendas/Sign In Sheets * Copy no notification by certified mail   󠄀 Documentation of program attendance by   private/home-schooled students (attendance reports) |  |

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|  | **YES** | **NO** | N/A | **Indicators** | **Notes** |
| 1. Is the Program/Project being implemented in accordance with the State approved application (RFA)? |  |  |  | 󠄀 Review original Grant Application/Revisions  󠄀 Continuation Applications Year 2 & 3  󠄀 Organized Documentation Filing System   (Notebook/File Crate/Electronic Filing System)  󠄀 Surveys   * Student (Completed Sample and Results Tallied) * Teacher (Completed Sample and Results Tallied) * Parent (Completed Sample and Results Tallied) * Partner (Completed Sample and Results Tallied) |  |
| 1. Is the 21st CCLC program disseminating information (evaluation results, programming, partnerships, parents, and student services, etc.) to the community effectively? |  |  |  | 󠄀 Documentation showing how evaluation   results/program communications are shared with   parents, stakeholders, and the community   * Meeting Agendas/Minutes/Sign In Sheets * Flyers/Brochures/Newsletters * PowerPoint Presentations * Website Posting * Emails   󠄀 Advisory Committee Documentation   * Schedule of Advisory Committee Meetings * Agendas * Sign In Sheets * Meeting Minutes/Notes * Meeting Announcement/Invitation to Participate   󠄀 Interviews with Advisory Committee/Site   Coordinator/Site Director |  |
| 1. Program Income is the gross income earned by the non-Federal entity that is directly generated by a supported activity or earned as a result of the Federal award during the period of performance. (2 CFR §200.80) |  |  |  |  |  |
| a)  Is there documented evidence that program  income is being generated? |  |  |  | * Quarterly Program Income Form * Bank Financials * Purchase Invoices * Monthly Bank Statements * Expenditures Reports * Other Documentation to Support Collection |  |

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|  | **YES** | **NO** | N/A | **Indicators** | **Notes** |
| b)  Program Income generated **without written prior approval from the Department** must be deducted from the funds awarded under the Federal grant. (2 CFR §200.307(b)) |  |  |  | * Bank Financials * Purchase Invoices * Monthly Bank Statements * Expenditures Reports   Other Documentation to Support Collection |  |
| O. Title V, Part B - Rural, Low-Income School Program – Federal Programs (Section 6221) | | | | | |
| 1. Does the LEA include all equipment purchased with Title V funds in its inventory? |  |  |  |  |  |
| 1. Are teachers whose salaries are paid from these funds fully certified in the subject/area in which they teach? |  |  |  | * Teacher Certification |  |
| 1. Are all contracts and agreements for products and services made in accordance with applicable federal and state regulations and audit guidelines? |  |  |  | * Contracts, if applicable |  |
| 1. Do all paraprofessionals funded with Title V, Part B meet the requirements for paraprofessionals? |  |  |  |  |  |

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| P. Title VI, Part A – Indian Education (Section 6101-6305) | | | | | |
|  | **YES** | **NO** | N/A | **Indicators** | **Notes** |
| **Does the LEA administer an Indian Education program? If yes, respond to the following questions. If no mark N/A to the following questions and proceed to the next section.** | | | | | |
| 1. Did the LEA: |  | | | | |
| a) Use the maximum thirty-one day period of  time for conducting student count?  ***Section 6118(g)(1)*** |  |  |  | * Indian Education Coordinator: What are your designated counting dates? |  |
| b) Have a completed form for each child on   file at the time the count was conducted?  ***Section 6117(a)*** |  |  |  |  |  |
| c) Provide documentation that any student   enrolled in the count is an Indian?  ***Section 6117(a-b)*** |  |  |  |  |  |
| d) Sustain a student count? (ED 506 and   school enrollment documentation   maintained for three years) |  |  |  |  |  |
| e) Provide documentation that each child   included was enrolled during the count   period?  ***Section 6117(a-b)*** |  |  |  |  |  |
| f) Submit a copy of the application to the   SDE?  ***Section 6117*** |  |  |  | * Indian Education Application |  |
|  | **YES** | **NO** | N/A | **Indicators** | **Notes** |
| 1. Does the LEA implement Parent Committee  bylaw requirements?   ***Section 6111*** |  |  |  | * Indian Education Coordinator: Discuss the Parent Committee bylaw requirements. * List of committee members * Meeting agenda and sign-in sheet |  |
| 1. Are appropriate measures of student  performance conducted?  ***Section 6111*** |  |  |  | * Indian Education Coordinator: How do you measure student performance? |  |
| Q. Title IX, Part A – Homeless Education (Section 9101) | | | | | |
| 1. Does the LEA have a policy of immediately enrolling homeless students regardless of residential status and pending receipt of required records?   ***Section 9101*** |  |  |  | * Review LEA Policy. |  |
| 1. Does the LEA have a board approved dispute resolution policy regarding the enrollment of homeless children and youth and does the LEA track pre-dispute inquiries concerning barriers to enrollment? |  |  |  | * Review LEA Policy. * Discuss process LEA has in place for the prompt resolution of disputes, such as, phone logs, notes, or e-mail messages. * Dispute Resolution Policy |  |
| 1. Is there evidence that the applicable homeless LEA policy and supporting procedures are  communicated systematically to all school  and LEA personnel? |  |  |  | * Interview: Federal Programs Coordinator, Homeless Liaison, Principal(s). * Agenda, Sign-in sheets, emails. |  |
| 1. Does the LEA have a procedure for disseminating information about programs for homeless children and youth? |  |  |  | * Interview. * Brochures/pamphlets. * Dissemination procedures |  |

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| 1. Does the LEA ensure that homeless children and youth including preschool aged children are identified by school personnel and through coordination activities with other entities and agencies?   ***Section 9102(2)(A)*** |  |  |  | * Documentation of identification procedures. |  |
| 1. Does the LEA conduct on-going needs assessment of the homeless program?   ***Section 9103(d)(2)*** |  |  |  | * Summary of needs assessment |  |
| 1. Does the LEA conduct outreach and collaborate with community agencies to provide and/or improve services for homeless children and youth?   ***Section 9102(2)(A)*** |  |  |  | * Procedural guidelines. * Documentation of outreach efforts. * Collaborative trainings/meetings. |  |

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|  | **YES** | **NO** | N/A | **Indicators** | **Notes** |
| 1. Does the LEA conduct or sponsor professional development for school/LEA personnel to heighten awareness of the unique problems and needs of homeless children and youth?   **Section 9102(c)(5)** |  |  |  | * LEA Professional Development Plan. * CIP. * Sign-in sheets/record/agendas of professional development activities. |  |
| 1. Does the LEA maintain a current list in INOW of homeless children and youth enrolled in the schools of the LEA at the preschool, elementary, and secondary levels? |  |  |  | * Copy of student list from INOW. |  |
| 1. Does the LEA reserve an appropriate amount of Title I funds for services to homeless children and youth who do not attend Title I schools? |  |  |  | * Written procedures. * Minutes/records of planning in meetings for Title I allocation of funds in eGAP. * LEA systemwide budget. * Interview: Federal Programs Coordinator and/or Homeless Liaison. * How do you formulate your Homeless set-aside amount?  1. What data do you use and who do you consult in formulating this amount? |  |
| 1. Are homeless children and youth   automatically provided services under Title I,  Part A whether or not they live in a Title I  school attendance area or meet other  eligibility requirements? |  |  |  | * Interview: Federal Programs Coordinator and/or Homeless Liaison.  1. What type of Title I services do these students receive? 2. How do you document these services? |  |

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| 1. Does the LEA inform parents of homeless   children and youth of educational and other  resources that are available to their children,  such as:  ***Section 9102(A)(6)*** |  | | | | |
| a) Referrals of homeless children and youth  for medical, dental, mental health, and   other support services? |  |  |  | * Interview: Federal Programs Coordinator and/or Homeless Liaison   1. What process do you have in place to provide other   support services to your homeless students?  2. What collaborative agencies do you use to aid with   these services?  3. How do you keep records of providing medical,   dental, and counseling services to the homeless   students? |  |
| b) Student service programs related to   violence prevention and behavioral   counseling? |  |  |  |  |
| c) Programs addressing the unique needs for   homeless children and youth that may arise   from domestic violence? |  |  |  |  |
|  | **YES** | **NO** | N/A | **Indicators** | **Notes** |
| 1. Does the LEA ensure that homeless children   and youth are not stigmatized and/or alienated due to their homeless status?  ***Section 9102(G)(J)(i)*** |  |  |  | * Interview: Federal Programs Coordinator and/or Homeless Liaison   1. What procedures and practices are used to ensure   that homeless students are not stigmatized or   segregated?  2. What school activities/programs do homeless   students participate?   * 3. How do you ensure that homeless students have the   same opportunities as the other students in the   school? |  |
| 1. Does the LEA consider student-centered factors related to a child’s or youth’s best interest to keep a homeless child or youth in his or her school of origin, except when doing so is contrary to the wishes of the child’s or youth’s parent or guardian or the unaccompanied youth’s wishes?   ***Section 9102(B)(3)(A)(i)*** |  |  |  | * Are parents or guardians of homeless students informed of the educational opportunities available to their children and provided meaningful opportunities to participate in the education of their children, including school of origin and transportation options? * How does the LEA conduct best interest determinations for placement decisions? * How is transportation provided, at the request of the parent or guardian or liaison, to and from the school of origin? |  |
| 1. Does the LEA ensure that homeless children and youth are provided educational services needed to allow them to achieve the same challenging state content and student performance standards as all other students?   ***Section 9102(4)(A)*** |  |  |  | * Interview: Homeless Liaison.   1. How are the services determined and provided? |  |

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| 1. Does the LEA with a McKinney-Vento Competitive Grant use activities authorized under the McKinney-Vento Act? (16 activities)   ***Section 9103(G)*** |  |  |  | * Interview Homeless Liaison  1. What activity or activities are you currently using M-V funds to support? 2. Are funds being spent in the manner specified in your current grant application? 3. What percent of the LEA’s total funds has been expended to date? 4. Do you expect to expend all of your M-V funds by the close of the fiscal year? 5. Review expenditure reports |  |