Alabama
State Department of Education

Federal Programs Consolidated Monitoring Document

Federal Programs Department
August 2022

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Federal Programs Department
August 2022

Common Compliance Section
(Required for ALL LEAs)

Section 1 – Financial Management		
Component #	Component	Supporting Documentation
1	**Financial Policies/Procedures** Subgrantee has current written policies and procedures for accounting practices, budgeting process (tracking and reporting of expenditures), written allowability procedures and cash management. *2 CFR §200.302(b)*	ALSDE Required Checklist #1
2	**Internal Controls** Subgrantee has internal controls in place to assure compliance and reduce the risk of fraud, waste, and abuse of federal funds (Ex: segregation of duties, checks and balances, etc.) *2 CFR §200.302(b)(4) & 2 CFR §200.303*	
3	**Budget Reconciliation** Subgrantee has a system for comparing expenditures against budget amounts and requests budget amendments as necessary. *2 CFR §200.302(b)(5) & 2 CFR §200.308*	
4	**Transfer of Federal Funds** Subgrantee minimizes time elapsing between transfer of funds from ALSDE to third parties. *2 CFR §200.305(b)*	
5	**Cash Advances & Interest** Subgrantee tracks interest on cash advances. The subgrantee may retain interest amounts up to $500 per year. The subgrantee remits any additional interest to the Department of Health and Human Services Payment Management System. *2 CFR §200.305(b)(9)*	

Component #	Component	Supporting Documentation
6 **(A-L)**	**Period of Availability** Subgrantee demonstrates that funds for the current grant period were obligated within the period of availability. *34 CFR §76.707-76.710 & 2 CFR §200.1 & 2 CFR §200.309*	ALSDE Required Form #1 ALSDE Required Form #2 FUNDING SOURCES: A. Title I, Part A B. Title I, Part C C. Title I, Part D D. Title II E. Title III F. Title IV, Part B G. Title V H. Homeless I. ESSER I J. ESSER II K. ARP ESSER L. GEER I
7 **(A-L)**	**Necessary, Reasonable, Allocable, and Allowability of Expenditures** Subgrantee demonstrates that grant expenditures were necessary, reasonable, allocable, and only for authorized purposes. *2 CFR §200.403 - 200.405*	
8 **(A-L)**	**Application Approval & Compliance** Subgrantee demonstrates that grant expenditures are in compliance with the application approved by the ALSDE in the eGAP system. *ESSA §1112(a)(3) & ESSA §8305 & 2 CFR §200*	
9	**Maintenance of Effort** Subgrantee maintains fiscal effort in accordance with Federal regulations. *ESSA §1118(a) & ESSA §8521*	On File with the ALSDE in LEA Accounting (LEA Accountant)
10	**Maintenance of Equity – ARP ESSER Requirement** Subgrantee demonstrates that maintenance of equity provisions in ARP ESSER legislation are met. *American Rescue Plan §2004(b) & American Rescue Plan §2004(c)*	On File with the ALSDE in Federal Programs (MoEquity Specialist)

Component #	Component	Supporting Documentation
11	**Continuation of Compensation during COVID Closures** Subgrantee demonstrates that to the greatest extent possible, they have continued to pay employees and contractors during the period of disruption or closures related to coronavirus. *Coronavirus Aid, Relief, and Economic Security Act §18006*	ALSDE Required Form #3
12	**Supplement Not Supplant – Title I, Part A School Level** Subgrantee demonstrates that its written methodology ensures that all state/local funding is distributed to schools regardless of whether schools receive Title I funding. *ESSA §1118(b)(2)*	On File with the ALSDE in Federal Programs (eGAP System)
13	**Supplement Not Supplant – Title I, Part A District Level** Subgrantee demonstrates that all district-level expenditures are allocated to all schools on a neutral basis regardless of Title I status and without taking into account school-level Title I funding. *ESSA §1118(b)(2)*	ALSDE Required Form #4 FUNDING SOURCES: 13. Title I, Part A District Level A. Title I, Part C B. Title I, Part D C. Title II D. Title III E. Title IV, Part B F. Title V G. Homeless
14 (A-G)	**Supplement Not Supplant – Other Federal Programs** Subgrantee demonstrates compliance with the supplement, not supplant requirement (i.e., Title II, Part A funds must supplement and not supplant non-federal funds in that Title II, Part A funds may not be used to provide services that it provided in the prior year with non-federal funds [unless presumption can be rebutted] and may not be used to provide services that it is required to make available under state, local, or other federal laws.) *ESSA §1306(a)(1)(B)(iii) & ESSA §1415 & ESSA §2301 & ESSA §3115(g) & ESSA §4204(b)(2)(G) & ESSA §5232 & 42 USC §11433(a)(3)*	
15	**Supplement Not Supplant – Personnel Unit Placement (Title I)** Subgrantee demonstrates compliance with the supplement, not supplant requirement in regard to placement of local, state, and federal personnel units within the LEA. *ESSA §1118(b)(2)*	ALSDE Required Checklist #1

Section 2 – Compensation for Personnel Services		
Component #	Component	Supporting Documentation
1 **(A-L)**	**Time and Effort System** Subgrantee maintains compliant time and effort records that meet the following requirements: (1) supported by a system of internal control which provides reasonable assurance that charges are accurate, allowable, and properly allocated (2) incorporated into official records (3) reasonably reflect total activity for which employee is compensated by subgrantee (4) encompass both federally assisted and other activities compensated by the non-federal entity on an integrated basis (5) comply with established accounting policies and practices or meet the requirements of a substitute system *2 CFR §200.430(i)*	ALSDE Required Checklist #1 ALSDE Required Form #5 FUNDING SOURCES: A. Title I, Part A B. Title I, Part C C. Title I, Part D D. Title II E. Title III F. Title IV, Part B G. Title V H. Homeless I. ESSER I J. ESSER II K. ARP ESSER L. GEER I
2	**Internal Controls** Subgrantee has internal controls that: • Verify time and attendance records prior to issuing payroll checks • Prevent payment to any employee who has been terminated • Demonstrate segregation of duties in regard to payroll *2 CFR §200.302 & 2 CFR §200.303 & 2 CFR §200.430(i)*	ALSDE Required Checklist #1
3	**Reconciliation** Subgrantee ensures that all expenditures are reconciled with budget estimates to account for after-the-fact interim charges made to federal awards. The final amount charged to the federal award must be accurate, allowable, and properly allocated. *2 CFR §200.302 & 2 CFR §200.303 & 2 CFR §200.430(i)(1)(vii)(C)*	

Component #	Component	Supporting Documentation
4	**Teacher Certification and Licensure Requirements** Subgrantee provides evidence that all teachers working in a program supported with federal funds meet applicable State certification and licensure requirements. *ESSA §1111(g)(2)(J) & ESSA §1112(c)(6)*	ALSDE Required Form #6
5	**Paraprofessional Qualification Requirements** Subgrantee provides evidence that all paraprofessionals who work in an instructional capacity in a Title I schoolwide program or who are paid from federal funds meet the State qualification requirements. *ESSA §1111(g)(2)(J) & ESSA §1112(c)(6)*	ALSDE Required Form #7

Section 3 – Equipment and Technology / Property Management		
Component #	**Component**	**Supporting Documentation**
1	**Authorized Use and Safeguarding Equipment Policy/Procedures** Subgrantee ensures that equipment is only used for authorized purposes and can demonstrate how it safeguards equipment. *2 CFR §200.1 & 2 CFR §200.303 & 2 CFR §200.313(c) &* *2 CFR §200.313(d)(3)*	ALSDE Required Checklist #1
2	**Maintenance of Property Procedures** Subgrantee has maintenance procedures in place to keep property in good condition and ensure students/families are not charged fees. *2 CFR §75.618 & 2 CFR §200.313(d)(4)*	
3	**Disposal Procedures** Subgrantee has a process to formally dispose of equipment and/or supplies and pay back the proportionate amounts as required (if fair market value is $5,000 or more). *2 CFR §200.313(e) & 2 CFR §200.1 & 2 CFR §200.314*	

Component #	Component	Supporting Documentation
4	**Physical Inventory Procedures** Subgrantee conducts a physical inventory yearly that: • Confirms equipment was found at the location as identified in the equipment database/spreadsheet • Assesses condition of the equipment • Confirms equipment is located in a secure environment (equipment is located in a room, storage cabinet, locked, etc. as appropriate) • Investigates any lost, damaged, or stolen equipment *2 CFR §200.302(b)(4) & 2 CFR §200.313(d)(2) & 2 CFR §200.313(d)(3)*	ALSDE Required Checklist #1
5 (A-L)	**Inventory Records** Subgrantee has an equipment inventory list that contains the required elements, including: • Description of item • Serial number or other identification number • Funding Source (*2 CFR §200.313(d)(1)* also requires the FAIN) • Who holds the title • Acquisition date • Cost including percentage of federal participation in the cost • Location • Use and condition • Disposition data including the date of disposal and sales price or the method used to determine current fair market value *2 CFR §200.313(d)(1)*	ALSDE Required Form #8 FUNDING SOURCES: A. Title I, Part A B. Title I, Part C C. Title I, Part D D. Title II E. Title III F. Title IV, Part B G. Title V H. Homeless I. ESSER I J. ESSER II K. ARP ESSER L. GEER I
6 (A-L)	**Evidence of Authorized Use and Safeguarding Equipment** Subgrantee shows that equipment is properly tagged, safeguarded from unauthorized access or use, and located where indicated on the inventory list. *2 CFR §200.313(d)*	

Section 4 – Evaluation of Federal Funds and Programs

Component #	Component	Supporting Documentation
1	**Evaluation of Federal Programs/Funds** Subgrantee has completed an evaluation for each federal program that is required including Title I, Parent and Family Engagement, Title II, Title III, English Learners, Migrant, Homeless, 21st Century, etc. *ESSA §1116(a)(2) & ESSA §1426 & ESSA §3121 & ESSA §4202(c)(3)(A)*	On File with the ALSDE in Federal Programs (eGAP System)
2	**District Level Support** Subgrantee provides evidence of system level support for each school that receives and/or benefits from federal funds. *ESSA §1112 & ESSA §1116(a)(2)(B)*	ALSDE Required Checklist #1
3	**COVID Relief Evaluations, Stakeholder Feedback and Access to Applications/Plans** Subgrantee provides evidence that all COVID Relief programs are continually evaluated for effectiveness and changes are made as needed based on ongoing feedback from stakeholders within and outside of the LEA. Subgrantee also provides access to all COVID relief applications and plans on their website. *American Rescue Plan Act §2001(i)*	

Section 5 – Enrollment of Students

Component #	Component	Supporting Documentation
1	**Board Approved Policies** Subgrantee ensures that they have a Board-approved policy immediately admitting students regardless of the following statuses: English Learner, Foster Care, Homeless, Immigrant, and Migrant. *42 USC §11432(g)(3)(C) & ESSA §1111(g)(1)(E)*	ALSDE Required Checklist #1

Component #	Component	Supporting Documentation
2	**Enrollment Packet** Subgrantee provides an enrollment process without barriers for special population subgroups (English Learner, Foster Care, Homeless, Immigrant, and Migrant) including access to an enrollment packet in a language they understand, immediate enrollment regardless of missing documentation, and access to the Home Language Survey and Parent Employment Survey. *42 USC §11432(g)(3)(C) & ESSA §1111(g)(1)(E)*	ALSDE Required Checklist #1

Section 6 – Audits and Reports		
Component #	**Component**	**Supporting Documentation**
1	**Internal Controls** Subgrantee evaluates and monitors its internal controls for compliance, corrects any identified non-compliance, and protects confidential information. *2 CFR §200.303(c) & 2 CFR §200.303(d)*	
2	**Record Retention Policy** Subgrantee maintains records, including expenditure data, in such a manner that documents supporting any transaction can be easily located and are maintained for at least 5 years. *2 CFR §200.302(b)(3) & 2 CFR §200.334 & 2 CFR §200.337*	ALSDE Required Checklist #1
3	**Audit Reports** Subgrantee provides recent audit reports, including the Single Audit Report, Annual Financial Statement audit, and other recent audit reports including evidence showing previous audit findings have been corrected or can demonstrate ongoing efforts to resolve findings. *2 CFR §200.329 & 2 CFR §200.337 & 2 CFR §200.511*	

Section 7 – Procurement		
Component #	Component	Supporting Documentation
1	**Policies and Procedures** Subgrantee has accurate and current written procurement procedures and policies. *2 CFR §200.318(a)*	ALSDE Required Checklist #1
2	**Oversight of Contracts** Subgrantee maintains oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. *2 CFR §200.318(b)*	ALSDE Required Checklist #1
3	**Competitive Procurement** Subgrantee has evidence that they follow their policies and procedures to ensure full and open competition and that the appropriate method of procurement is being used: micro-purchases; small purchase procedures; sealed bids; or competitive proposals. *2 CFR §200.320(a) & 2 CFR §200.320(b) & 2 CFR §200.319*	
4	**Non-Competitive Procurement** Subgrantee has evidence that they only use noncompetitive proposals under the following circumstances: (1) the item is available only from a single source; (2) the public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation; (3) the federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the non-federal entity; or (4) after solicitation of a number of sources, competition is determined inadequate. *2 CFR §200.320(c)*	
5	**Cost/Price Analysis** Subgrantee provides evidence that price or cost analysis have been performed for all procurements in excess of the simplified acquisition threshold of $15,000. *2 CFR §200.1 & 2 CFR §200.324*	ALSDE Required Checklist #1

Component #	Component	Supporting Documentation
6	**United States Preference for Contracts and Purchase Orders** Subgrantee, to the greatest extent practicable under a federal award, provides a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States. The subgrantee includes this preference in all subawards including all contracts and purchase orders for work or products under this award. *2 CFR §200.322*	ALSDE Required Checklist #1
7	**Contract Provisions for Non-Federal Awards** Subgrantee contracts contain the applicable provisions described in appendix II to 2 CFR Part 200. *2 CFR §200.327*	
8	**Telecommunication Provider Contract Provisions** Subgrantee does not procure, obtain, extend, or renew a contract to procure or obtain telecommunications services or equipment with a covered telecommunications provider. *2 CFR §200.216*	
9	**Suspension and Debarment Contract Provisions** Subgrantee provides evidence or verification that contractors are not suspended or debarred at the time a contract is entered into with a vendor. *2 CFR §200.213 & 2 CFR §200.180*	
10	**Charter School LEA Organizational Conflict of Interest – Charter Schools Only** Subgrantee maintains written standards of conduct covering organizational conflicts of interest. *2 CFR §200.318(c)(2)*	ALSDE Required Checklist #1
11	**Conflict of Interest** Subgrantee has written standards of conduct for all employees involved in the award or administration of contracts, including a compliant definition of a conflict of interest and how to remove oneself when a conflict exists, as well as the requirements regarding accepting gifts, favors, gratuities, etc. *2 CFR §200.318(c)*	

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

Section 1 – Requirements for ALL LEAs		
Component #	Component	Supporting Documentation
1	**Academic Standards and Assessments** Subgrantee demonstrates that it has adopted challenging academic standards and complied with requirements for assessments. *ESSA §1111(b)*	On File with the ALSDE in Federal Programs (eGAP System)
2	**Student Languages** Subgrantee identifies languages other than English that are present to a significant extent in the participating student population. *ESSA §1111(b)(2)(F)(i)*	ALSDE Required Checklist #2
3	**Home Language Survey** Subgrantee complies with the State's requirement of completing the Home Language Survey at initial enrollment to identify potential English Learner (EL) students. *ESSA §1111(b)(2)(G)*	
4	**ACCESS 2.0 for ELLs** Subgrantee ensures that all EL students are annually assessed on the level of English proficiency and the assessment is in accordance with state and federal requirements. *ESSA §1111(b)(2)(G)*	

Component #	Component	Supporting Documentation
5	**EL Testing Procedures** Subgrantee complies with the assessment administration procedures including reporting on the number of EL students tested and method of reporting assessment results to the ALSDE. *ESSA §1111(b)*	ALSDE Required Checklist #2
6	**Parent Communication for EL Program Participation** Subgrantee communicates with parents regarding their child's participation in the language instruction program in an understandable and uniform format and in the parents' primary language. *ESSA §1112(g)*	
7	**EL Parent Outreach** Subgrantee holds regular meetings and sends parents of EL students notice for the purpose of receiving feedback and informing parents of EL students of how they can be involved in the education of their children and be active participants in assisting in their education in an understandable and uniform format. *ESSA §1112(g)(4)*	

Section 2 – Programmatic Requirements for Title I, Part A Funded LEAs		
Component #	Component	Supporting Documentation
1	**Parental Involvement Policy Review** Subgrantee reviews the effectiveness of the parental involvement policy. *ESSA §1116*	On File with the ALSDE in Federal Programs (eGAP System)

Component #	Component	Supporting Documentation
2	**Meaningful Consultation with Stakeholders** Subgrantee conducted meaningful consultation with parents and other stakeholders to develop the parental policy, School-Parent Compact, and use of parental involvement funds and makes changes as needed based on feedback. *ESSA §1116*	ALSDE Required Checklist #2
3	**Parental Involvement Policy and School-Parent Compact Requirements** Subgrantee has evidence that the parental involvement policy demonstrates that the LEA and local schools have carried out the six requirements to build parents' capacity to be involved in school and that all requirements for the School-Parent Compact have been met. *ESSA §1116*	
4	**Meeting Flexibility** Subgrantee offers a flexible number of meetings, such as meetings in the morning or evening and may provide transportation, childcare, or home visits to assist with parental involvement. *ESSA §1116*	
5	**Title I, Part A Schoolwide Program** Subgrantee ensures that schools develop and implement a compliant schoolwide plan under ESSA and use the schoolwide flexibility to improve the academic achievement of all students in the school. *ESSA §1114*	On File with the ALSDE in Federal Programs (eGAP System)
6	**Title I, Part A Targeted Assistance Program** Subgrantee ensures that all targeted assistance schools develop and implement a targeted assistance plan that meet all the ESSA required elements. *ESSA §1115*	
7	**Title I, Part A Application** Subgrantee has a current approved Title I, Part A application in eGAP with all required components and supporting documentation. *ESSA §1112*	

Component #	Component	Supporting Documentation
8	**Parent Involvement Set-Aside** Subgrantee complies with required statutory set-asides for parental involvement (1%) for any LEA that receives at least $500,000 in Title I, Part A funds, including the requirement that 90% of funds are distributed to local schools. *ESSA §1116(a)(3)(A)*	On File with the ALSDE in Federal Programs (eGAP System)
9	**Within LEA Allocation Procedures** Subgrantee ensures that the LEA complies with requirements with regard to allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low-income families who reside in an eligible attendance area. *ESSA §1113*	
10	**Right-to-Know** Subgrantee ensures that each Title I participating school implements the Parents Right-to-Know requirements. *ESSA §1111(h)(6)*	ALSDE Required Checklist #2
11	**Availability of ACIP, Parental Involvement Policy, and School-Parent Compact** Subgrantee can provide evidence that all required Title I, Part A documents are made available to all school staff, parents, and the public in a format and language that is understandable. *ESSA §1114(b)(4)*	ALSDE Required Form #9

Section 3 – Fiscal Requirements for Title I, Part A Funded LEAs		
Component #	Component	Supporting Documentation
1	**Comparability** Subgrantee complies with the requirements to provide state and local resources in Title I schools that are comparable to the services provided in non-Title I schools. *ESSA §1118(c)(1)(A)*	On File with the ALSDE in Federal Programs (eGAP System)

Component #	Component	Supporting Documentation
2	**Carryover Limitation** Subgrantee has evidence that it did not carryover more than the allowable 15% limit on carryover. *ESSA §1118(c)(1)(A)*	On File with the ALSDE in Federal Programs (eGAP System)
3	**Title I and Homeless Education** Subgrantee provides services with Title I, Part A funds to homeless children and youth, including those in Title I schools that may not ordinarily be provided to other Title I students and that sufficient Title I, Part A funds have been utilized for services to homeless students who attend non-Title I schools that are comparable to those provided to students in Title I schools. *ESSA §1113(c)(3)(C)(ii) & ESSA §1113(c)(3)(A)*	
4	**Schoolwide Program Expenditure Link to ACIP** Subgrantee ensures school-level expenditures meet a school's schoolwide plan. *ESSA §1114(b)*	ALSDE Required Form #10
5	**Targeted Assistance Program Expenditure Link to ACIP** Subgrantee ensures school-level expenditures meet a school's targeted assistance plan and that Title I, Part A funded services are only provided to identified Title I students, teachers, and parents. *ESSA §1115(b)*	

Title I, Part A Preschool

Section 1 – Components for Title I, Part A Funded Preschool Programs		
Component #	Component	Supporting Documentation
1	**Title I Preschool Application** Subgrantee has a current approved Title I, Part A Preschool application in eGAP with all required components and supporting documentation. *ESSA §1113(c)(5) & ESSA §1114(c) & ESSA §1115(b)(2)(C)*	On File with the ALSDE in Federal Programs (eGAP System)
2	**Multiple Selection Criteria** Subgrantee utilizes multiple, educationally related, objective criteria to identify eligible students, if all students cannot be served. *ESSA §1115(c)(1)(B)*	
3	**Standards** Subgrantee applies the required Head Start Education Performance Standards or the Alabama Developmental Standards to all Title I, Part A funded preschool programs. *ESSA §1112(c)(7)*	ALSDE Required Checklist #3
4	**Equal Access** Subgrantee demonstrates that parents of all children, particularly parents of at-risk children, have equal opportunity to enroll their children in the Title I, Part A preschool program and if a random selection process is needed because of demand, at-risk children will be included in the selection pool. *Early Learning in the Every Student Succeeds Act Non-Regulatory Guidance, 2016*	
5	**Outreach** Subgrantee reaches out to parents, particularly parents of English Learners and other Title I eligible children, in a way that ensures they receive information in a format they understand about the availability of the Title I, Part A funded preschool program and how to enroll their children. *Early Learning in the Every Student Succeeds Act Non-Regulatory Guidance, 2016*	

Title I, Part A
Educational Stability for Children in Foster Care

Section 1 – Requirements for ALL LEAs		
Component #	Component	Supporting Documentation
1	**Collaboration** Subgrantee has evidence that the Foster Care Plan was written in collaboration with the local Department of Human Resources. *ESSA §1112(c)(5)(B)*	On File with the ALSDE in Federal Programs (eGAP System)
2	**Foster Care Plan** Subgrantee has an approved Foster Care Plan which includes best interest determination process, transportation procedures, and dispute resolution procedures. *ESSA §1112(c)(5)(B)*	

Title I, Part C
Migrant Education Program (MEP)

Section 1 – Requirements for ALL LEAs		
Component #	Component	Supporting Documentation
1	**Parent Employment Survey** Subgrantee has evidence of collection and timely submission of the Parent Employment Survey. *ESSA §1309(2) & ESSA §1309(3)*	On File with the ALSDE in Federal Programs (eGAP System)

Section 2 – Programmatic Requirements for Title I, Part C Funded LEAs		
Component #	Component	Supporting Documentation
1	**Comprehensive Needs Assessment & Service Delivery Plan** Subgrantee has an approved Comprehensive Needs Assessment and Service Delivery Plan that includes Pre-K thru 12th grade and Out-of-School Youth. *ESSA §1304(b)(1) & ESSA §1306(a)*	On File with the ALSDE in Federal Programs (eGAP System)
2	**Equitable Access to Services** Subgrantee has evidence that migrant children have equal access to public preschool programs, extended day programs including summer services, Title I programs, Title III programs, and other supplemental programs provided during the regular school day. *ESSA §1304(b)(1)(B) & ESSA §1306(b)(2)*	

Component #	Component	Supporting Documentation
3	**Eligibility for Services** Subgrantee has a system to ensure that eligible migrant students have the required 36 months of eligibility for migrant services. *ESSA §1309(2) & ESSA §1309(3)*	ALSDE Required Checklist #4
4	**Student Records** Subgrantee has a system for the intrastate (In-State) and interstate (Out-of-State) transfer of student records of migrant students. *ESSA §1304(b)(3) & ESSA §1308(b)(2)*	
5	**Priority for Service** Subgrantee has a process for identifying priority for service students. *ESSA §1304(d)*	
6	**Professional Development** Subgrantee has evidence of participation in professional development of teachers and other program personnel who assist with migrant children. *ESSA §1304(c)(7)(B)*	
7	**Parent Engagement** Subgrantee includes migrant parents in meaningful dialogue concerning the operation of the MEP in a language and format understandable to parents. *ESSA §1304(c)(3)*	
8	**Recruitment** Subgrantee has procedures in place for intentionally recruiting migrant families and Out-of-School Youth. *ESSA §1304(b)(1) & ESSA §1306(a)(1)*	

Title I, Part D
Education of Neglected or Delinquent Children

Section 1 – Programmatic Components for Title I, Part D Funded Programs		
Component #	Component	Supporting Documentation
1	**Coordination of Services** Subgrantee provides services to neglected or delinquent children and youth through agreements or partnerships with facilities and the subgrantee shall provide evidence showing the following requirements: (1) ensure that educational programs in the facility are coordinated with the student's local school (2) notify the local school if the child or youth is identified as in need of special education services (3) provide transition assistance to help the child or youth stay in school, including coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling (4) provide support programs that encourage children and youth who have dropped out of school to reenter school and attain a regular high school diploma once their time at the facility has been completed, or provide such children and youth with the skills necessary to gain employment or seek a regular high school diploma or its recognized equivalent (5) ensure that the facility is staffed with teachers and other qualified staff who are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth (6) ensure that educational programs are related to assisting students to meet the challenging State academic standards (7) use technology to assist in coordinating educational programs	ALSDE Required Checklist #5

Component #	Component	Supporting Documentation
1	(8) involve parents in efforts to improve the educational achievement of their children and prevent the further involvement of such children in neglected or delinquent activities and ensure that the relevant and appropriate academic records and plans regarding the continuation of educational services for such child or youth are shared jointly between the facility and local educational agency in order to facilitate the transition of such children and youth (9) coordinate funds received under this subpart with other local, State, and Federal funds available to provide services to participating children and youth (10) coordinate programs operated under this subpart with activities funded under the Juvenile Justice and Delinquency Prevention Act of 1974 and any other comparable programs (11) work with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring programs for children and youth (12) consult with the local educational agency for a period jointly determined necessary by the facility and local educational agency upon discharge from that facility to coordinate educational services so as to minimize disruption to the child's or youth's achievement *ESSA §1425*	ALSDE Required Checklist #5
2	**Traditional and Academic Services** Subgrantee has designed traditional and supportive programs to meet the transitional and academic needs of students returning to a local school or alternative education program from a correctional facility. *ESSA §1422(d)*	
3	**Approved Title I, Part D Application** Subgrantee has a current approved Title I, Part D application in eGAP with all required components and supporting documentation. *ESSA §1423 & ESSA §1424(a)*	On File with the ALSDE in Federal Programs (eGAP System)

Title II, Part A
Supporting Effective Instruction

Section 1 – Programmatic Components for Title II Funded Districts		
Component #	Component	Supporting Documentation
1	**Title II Application** Subgrantee has a current approved Title II application (Local Education Plan) in eGAP with all required components. *ESSA §2102*	On File with the ALSDE in Federal Programs (eGAP System)
2	**Needs Assessment** Subgrantee has conducted a needs assessment with the involvement of teachers and principals. *NOTE: The needs assessment must take into account activities that need to be conducted in order to give teachers the subject matter knowledge and skills and principals the instructional leadership aptitude necessary to help teachers provide students with the opportunity to meet State and local student academic achievement standards.* *Title II, Part A Non-Regulatory Guidance, 2016, pg. 32*	
3	**Comprehensive and Targeted Support** Subgrantee describes how the local educational agency (LEA) will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities. *ESSA §2102(b)(2)*	
4	**Professional Development** Subgrantee describes how the LEA will develop systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building capacity of teachers and opportunities to develop meaningful teacher leadership. *ESSA §2102(b)(2)(B)*	

Component #	Component	Supporting Documentation
5	**Consultation with Stakeholders** Subgrantee describes how the LEA will meaningfully consult with teachers, principals and other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the statutory purpose of Title II, Part A. *ESSA §2102(b)(3)*	On File with the ALSDE in Federal Programs (eGAP System)
6	**Recruitment, Hiring, and Retaining Effective Teachers** Subgrantee describes how the LEA will develop and implement initiatives to assist in recruiting, hiring, and retaining effective teachers particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within-district equity in the distribution of teachers. *ESSA §2103(b)(3)(B)*	ALSDE Required Form #11
7	**Recruitment of Non-Traditional Teachers** Subgrantee describes how the LEA will recruit qualified individuals from other fields to become teachers, principals, or other school leaders, including mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with records of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders. *ESSA §2103(b)(3)(C)*	
8	**Access to Effective Personnel** Subgrantee describes how the Title II, Part A activities will provide students from low-income families and minority students with greater access to effective teachers, principals, and other school leaders. *ESSA §2001 & ESSA §2103(b)*	

Component #	Component	Supporting Documentation
9	**Class-Size Reduction Teachers** Subgrantee ensures that all class-size reduction teachers are supplemental and not the only teacher in a particular grade level or subject area. *ESSA §2103(b)(3)(D)*	ALSDE Required Form #12

Title III, Part A
Language Instruction for English Learners & Immigrant Students

Section 1 – Requirements for ALL LEAs		
Component #	Component	Supporting Documentation
1	**Identification and Placement of EL Students** Subgrantee uses developmentally appropriate measures to identify and place EL students in a program. *Title VI of the Civil Rights Act and the Equal Educational Opportunities Act (EEOA) & U.S. Department of Education ESSA Title III Guidance, Question A-3, September 2016*	On File with the ALSDE in Federal Programs (eGAP System)
2	**Program Exit of EL Students** Subgrantee uses developmentally appropriate measures to exit and reclassify EL students. *Title VI of the Civil Rights Act and the Equal Educational Opportunities Act (EEOA) & U.S. Department of Education ESSA Title III Guidance, Question A-3, September 2016*	
3	**Comprehensive EL Plan** Subgrantee has in place a comprehensive written EL plan of services. *ESSA §3116 & ESSA §3201(7)*	

Component #	Component	Supporting Documentation
4	**English Fluency of Teachers in the Language Instruction Program** Subgrantee assures that all teachers in any language instruction program for EL students are fluent in English and in any other language used for instruction, including having written and oral communication skills. *ESSA §3116(c)*	ALSDE Required Form #13
5	**Paraprofessional Supervision** Subgrantee assures that instructional paraprofessionals work under the supervision of a qualified teacher, including individuals employed in the language instruction program. *ESSA §3201(11)*	ALSDE Required Form #14
6	**Professional Development** Subgrantee provides professional development that is aligned with ESSA §3115(c)(2). *ESSA §3115(c)(2)*	ALSDE Required Checklist #6
7	**Parent Involvement** Subgrantee promotes parental and community participation in the planning, development, and implementation of the parent involvement program and programs for EL students. *ESSA §3116(b)(3)*	
8	**Standards** Subgrantee implements the State EL standards. *ESSA §3113*	
9	**Privacy of Student Data** Subgrantee has policies and procedures related to ensuring the privacy of individual student data collection, which adhere to State and Federal requirements that are currently in place. *34 CFR Part 99 & 20 USC §1232g(b)(1)(B)*	

Component #	Component	Supporting Documentation
10	**Least Restrictive Environment** Subgrantee provides English language instructional services in the least restrictive environment possible and with comparable facilities and materials to those used for non-EL students and does not transport EL students to other facilities for academics and support. *OCR Memorandum, September 1991, Lau v. Nichols*	ALSDE Required Checklist #6
11	**Monitoring of Exited EL Students** Subgrantee monitors the academic progress of EL students that have exited from EL services for a minimum of four years. *ESSA §3121(a)(5)*	

Section 2 – Programmatic Requirements for Title III, Part A Funded LEAs		
Component #	**Component**	**Supporting Documentation**
1	**Approved Title III Application** Subgrantee has a current approved Title III, Part A application in eGAP with all required components and supporting documentation. *ESSA §3116*	On File with the ALSDE in Federal Programs (eGAP System)
2	**Needs Assessment** Subgrantee prepares a report on the activities conducted and EL students served for improvement of programs and activities. *ESSA §3121(b)*	
3	**Coordination with Other Federal Programs** Subgrantee coordinates with other relevant programs and services for maximal use of resources for all preschool, elementary, and/or secondary school language instruction educational programs for EL students. *ESSA §3115(d)(4)*	

Component #	Component	Supporting Documentation
4	**Parent Notification** Subgrantee has procedures that allow parents/guardians the opportunity to waive supplemental Title III services. *ESSA §1112(e)(3)(A)(viii)*	ALSDE Required Checklist #6

Section 3 – Programmatic Requirements for Title III, Part A Immigrant Funded LEAs		
Component #	Component	Supporting Documentation
1	**Implementation of Immigrant Programs** Subgrantee has implemented specific programs for immigrant children and youth. *ESSA §3115(e)*	On File with the ALSDE in Federal Programs (eGAP System)
2	**Data Collection** Subgrantee has a data collection system to ensure that the immigrant student count submitted to the ALSDE includes only eligible immigrant students. *ESSA §3114(d)*	ALSDE Required Checklist #6

Section 4 – Fiscal Requirements for Title III, Part A Funded LEAs		
Component #	Component	Supporting Documentation
1	**Administrative Costs** Subgrantee has reserved no more than two percent (2%) of its allocation for the administration of the Title III program in their eGAP application, which includes both direct and indirect costs. *ESSA §3115*	On File with the ALSDE in Federal Programs (eGAP System)

Component #	Component	Supporting Documentation
2	**Non-Allowable Expenditures** Subgrantee is not using Title III funds to pay for the following non-allowable expenses as demonstrated by their eGAP application: • develop or administer ELP screening or placement assessments • pay for costs of administration, scoring or reporting of ELP assessments • materials or equipment related to the administration of annual ELP assessments *ESSA §3115*	On File with the ALSDE in Federal Programs (eGAP System)
3	**Required Expenditures** Subgrantee is using Title III funds to pay for the following required expenses as demonstrated by their eGAP application: • increase language proficiency of EL students by providing effective language instruction educational programs that meet the needs of EL students and demonstrate success in increasing English language proficiency and student academic achievement. • 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 EL students. *ESSA §3115(c) & ESSA §3115(d)*	

Title IV, Part B
21st Century Community Learning Program

Section 1 – Programmatic Components for Title IV, Part B Funded Programs		
Component #	Component	Supporting Documentation
Refer to Appendix C for Components and Supporting Documentation		

Title V, Part B
Rural Low-Income School (RLIS) Program

Section 1 – Programmatic Components for Title V, Part B Funded Programs		
Component #	Component	Supporting Documentation
1	**Title V Application** Subgrantee has a current approved Title V, Part B application in eGAP with all required components and supporting documentation. *ESSA §5221 & ESSA §5222 & ESSA §5223 & ESSA §5224 & ESSA §5225*	On File with the ALSDE in Federal Programs (eGAP System)

Title VI, Part A
Indian Education Program

Section 1 – Programmatic Components for Title VI, Part A Funded Programs		
Component #	Component	Supporting Documentation
1	**Title VI, Part A Application – U.S. Department of Education** Subgrantee has provided to the ALSDE a current approved Title VI, Part A application from the U.S. Department of Education including all required components and supporting documentation. *ESSA §6111 & ESSA §6112 & ESSA §6113 & ESSA §6114 & ESSA §6115 & ESSA §6116 & ESSA §6117 & ESSA §6118 & ESSA §6119*	Most Recent Title VI, Part A U.S. Department of Education Approved Application

Title IX, Part A
McKinney-Vento Homeless Program

Section 1 – Requirements for ALL LEAs		
Component #	Component	Supporting Documentation
1	**Title I Services for Homeless Students** Subgrantee ensures that homeless students receive Title I services. *42 USC §11432(g)(4) & ESSA §1115(c)(2)(E)*	On File with the ALSDE in Federal Programs (eGAP System)

Component #	Component	Supporting Documentation
2	**Coordination of Title I and McKinney-Vento** Subgrantee coordinates Title I, Part A funds with the McKinney-Vento Act and describes within its plan the services provided to homeless children and youth. *ESSA §1112(a)(1)(B) & ESSA §1112(b)(6)*	ALSDE Required Form #15
3	**Homeless Liaison** Subgrantee has a designated homeless liaison. *42 USC §11432(g)(1)(J)(ii)*	
4	**Identification of Homeless Students** Subgrantee has a procedure in place to identify homeless students. *42 USC §11432(g)(6)(A)(i)*	ALSDE Required Checklist #7
5	**Enrollment of Homeless Students** Subgrantee has a procedure for communicating information regarding enrollment in public schools for homeless families, and all local schools are knowledgeable about the procedures. *42 USC §11432(g)(3)(B) & 42 USC §11432(g)(3)(C)*	
6	**Data Reporting** Subgrantee maintains a list of students identified as homeless and reports it as required by the ALSDE. *42 USC §11432(e)(3)(F)(ii) & 42 USC §11432(g)(6)(A)(i)*	
7	**Dispute Resolution** Subgrantee has adopted a written dispute resolution policy, which provides for the prompt resolution of disputes and procedures to ensure that students are enrolled in the school in which placement is sought and provided transportation during the dispute resolution process. *42 USC §11432(g)(1)(C) & 42 USC §11432(g)(3)(E)(ii) & 42 USC §11432(g)(3)(E)(iii)*	

Component #	Component	Supporting Documentation
8	**Access to Services** Subgrantee has procedures in place to ensure students (including homeless preschool age children) have access to services comparable to services provided to other students in the school (or preschool program) and ensures that homeless students are not stigmatized or separated from the mainstream school environment. *42 USC §11432(g)(1)(J)(i) & 42 USC §11432(g)(4) & 42 USC §11432(g)(6)(A)(iii)*	ALSDE Required Checklist #7
9	**Coordination of Resources** Subgrantee coordinates with local social service agencies and other agencies or programs providing services to homeless children and their families (i.e., clothes, food, medical, dental, shelter). *42 USC §11432(g)(5)(A)(i)*	
10	**Unaccompanied Youth** Subgrantee has a procedure for assisting homeless, unaccompanied youth in placement and enrollment decisions. *42 USC §11432(g)(3)(B)(iii)*	
11	**School of Origin Transportation** Subgrantee ensures that transportation to the school of origin is provided upon request and monitored by the LEA. *42 USC §11432(e) & 42 USC §11432(g)(3)(a)*	
12	**Student Records** Subgrantee has a system for the intrastate (In-State) and interstate (Out-of-State) transferring of student records of homeless students. *42 USC §11432(g)(5)(ii)*	
13	**Professional Development** Subgrantee provides specific in-service training and staff development for LEA and school personnel in meeting the needs of homeless students. *42 USC §11432(g)(4) & 42 USC §11432(g)(6)(i)*	

Component #	Component	Supporting Documentation
14	**Parent Engagement** Subgrantee informs parents of homeless children and youth of educational and other resources that are available to their children. *42 USC §11432(g)(6)(A)(v)*	ALSDE Required Checklist #7

Section 2 – Requirements for McKinney-Vento LEA Recipients		
Component #	Component	Supporting Documentation
1	**Needs Assessment** Subgrantee has a McKinney-Vento program based on an assessment of the educational and related needs of homeless children and youth in the area served by the LEA. *42 USC §11433(b)(1)*	On File with the ALSDE in Federal Programs (eGAP System)
2	**Evaluation** Subgrantee evaluates the McKinney-Vento program in accordance with the LEA's approved application. *42 USC §11432(e)(3)(F)(ii)*	
3	**Expand and/or Improve Services** Subgrantee who provides services under the McKinney-Vento program expands or improves, but does not replace services provided as part of a school's regular academic program. *42 USC §11433(a)(2)(A)(iii)*	ALSDE Required Form #16
4	**Implementation of McKinney-Vento Homeless RFA/Application** Subgrantee has evidence that the LEA is implementing the McKinney-Vento program as described in the approved application. *42 USC §11433(b)*	

Equitable Services to Non-Public Schools

LEAs must meet the requirements for Title I, Part A | Title I, Part C | Title II, Part A | Title III, Part A | Title IV, Part B | ESSER I | GEER I | with regard to consultation, plan, design, and implementation of services to eligible private school students, their teachers, and their families.

Section 1 – Requirement for ALL LEAs		
Component #	Component	Supporting Documentation
1	**Intent to Participate** Subgrantee provides timely and meaningful consultation with private school officials on the availability of funds to provide services to eligible private school students. *ESSA §1117 & ESSA §8501*	ALSDE Required Checklist #8

Section 2 – Requirements for LEAs with Participating Non-Public Schools		
Component #	Component	Supporting Documentation
1	**Timely and Meaningful Consultation** Subgrantee conducted timely and meaningful consultation prior to making any decisions regarding the plan, design, and implementation of services to eligible private school students, their teachers, and their families. *ESSA §1117 & ESSA §2102 & ESSA §8501*	ALSDE Required Checklist #8
2	**Calculation of Poverty** Subgrantee properly calculates poverty data. *ESSA §1117 & ESSA §8501*	

Component #	Component	Supporting Documentation
3	**Served Students for Equitable Services** Subgrantee complies with requirements for selecting students to receive Title I, Part A equitable services and ensures that services are only provided to the selected students. *ESSA §1117 & ESSA §8501*	ALSDE Required Checklist #8
4	**Reservation for Equitable Services** Subgrantee determines the reserved funding for equitable services required under ESSA using the Private School Implementation Form provided by the ALSDE. *ESSA §1117 & ESSA §8501*	On File with the ALSDE in Federal Programs (eGAP System)
5	**Complaint Procedures** Subgrantee disseminates, free of charge, adequate information about the State's complaint procedures to parents of students and appropriate private school officials or representatives. *34 CFR §299.11(d)*	
6	**Equitable Services Implementation Plan** Subgrantee through timely and meaningful consultation has jointly developed with each participating private school a written Equitable Services Implementation Plan designed to serve students and teachers at each school. *ESSA §1117 & ESSA §8501*	
7	**Evaluation** Subgrantee maintains documentation of evaluations for all programs serving private school students and modifies programs, as necessary. *ESSA §1117 & ESSA §8501*	ALSDE Required Checklist #8
8	**Ongoing Consultation and Monitoring** Subgrantee conducts ongoing consultation and monitoring throughout the school year with each participating private school. *ESSA §1117 & ESSA §8501*	

Component #	Component	Supporting Documentation
9	**Secular, Neutral, and Non-Ideological** Subgrantee provides services, materials, and equipment that are secular, neutral, and non-ideological. *ESSA §1117 & ESSA §8501*	ALSDE Required Checklist #8
10	**Control of Equitable Services** Subgrantee maintains control of the funds, materials, equipment, and property that support services to private school students. *ESSA §1117 & ESSA §8501 & 34 CFR §76.651*	
11	**Materials and Equipment Management** Subgrantee has policies and/or procedures to ensure funded materials and equipment located at the private school are properly labeled, used for authorized purposes, safeguarded from unauthorized use, kept in good condition, disposed of following LEA procedures, accounted for within the yearly physical inventory, and removable from the private school. Subgrantee does not charge private school stakeholders (students, parents, and staff) for any provided services and all inventory located at the private school meets all federal requirements. *2 CFR §75.618 & 2 CFR §200.302 & 2 CFR §200.303 & 2 CFR §200.313 & 2 CFR §200.314*	ALSDE Required Form #17
12	**Service Providers** Subgrantee ensures that service providers are employees of the LEA or employees of a third-party contractor. *ESSA §1117 & ESSA §8501*	ALSDE Required Checklist #8
13	**Third-Party Contractor Services** Subgrantee properly maintains records for third-party contracts and invoices from third-party contractors. *34 CFR §76.730*	

Component #	Component	Supporting Documentation
14	**Teacher and Paraprofessional Services** Subgrantee maintains documentation to show that all teachers and/or paraprofessionals employed by the LEA who provide services to private school students meet ESSA requirements. *ESSA §1117 & ESSA §8501*	ALSDE Required Form #18

Alabama
State Department of Education

Federal Programs
Consolidated Monitoring Document

Appendix A

Alabama State Department of Education
Required Checklist #1
<Insert LEA>

Common Compliance Required Documents

Upload into Component 1.1:

☐ Accounting and Financial Manual
> *Must include at a minimum the following: Accounting Practices, Budgeting Process, Allowability Guidelines, Cash Management System or Procedure, and Internal Controls.*

Upload into Component 1.15:

☐ Coordination of Resources for each school within the LEA

☐ Units Flex Form for each school within the LEA (if applicable)

☐ Gross Employee Salary Report (Excel File)

Upload into Component 2.1:

☐ Time and Effort Policy and/or Procedures

Upload into Component 2.2:

☐ Internal Control Procedures for Compensation
> *Must include at a minimum the following: Verification of Time, Verification of Attendance, Process for Issuing Checks, Termination of Employees, Segregation of Duties, and Reconciliation Process.*

Upload into Component 3.1:

☐ Equipment Management and Control Policy and/or Procedures
> *Must include at a minimum the following: Timeline and process from purchase order to final placement at the LEA, Disposal process including items that are lost, stolen, obsolete, or damaged, Safeguarding and ensuring authorized use of equipment, Physical inventory process conducted yearly, and Inventory records including all required components.*

Upload into Component 3.4:

☐ Evidence of Physical Inventory conducted within the past 12 months

Upload into Component 4.2:

☐ Evidence that the LEA provides district level support to all local schools benefiting from federal funds
> *EXAMPLES: Technical Assistance Agenda(s), Technical Assistance Sign-In Sheet(s), Technical Assistance Emails, etc.*

Upload into Component 4.3:
NOTE: All uploaded information must address all COVID Relief funds (ESSER I | ESSER II | ARP ESSER | GEER I)

☐ Evidence that the LEA evaluates all COVID Relief funds for effectiveness
> *EXAMPLES: Written Evaluation, Picture(s) of Implementation, Needs Assessment, Revision of Plan Documents, etc.*

☐ Evidence that the LEA receives internal and external stakeholder feedback for all COVID Relief funds
> *EXAMPLES: Survey and Survey Results, Stakeholder Feedback Meeting Agenda(s) and Sign-In Sheet(s), LEA Statement, etc.*

☐ Links to all COVID Relief applications

☐ Link to Return-to-Instruction Plan
> *NOTE: Plan must be revised within past 6 months from feedback from internal and external stakeholders and include the revision date.*

Alabama State Department of Education
Required Checklist #1

Upload into Component 5.1:

☐ Board Approved Policy
   Must include the immediate enrollment without barriers for English Learners, Foster Care, Homeless, Immigrant, and Migrant Students.

Upload into Component 5.2:

☐ Paper Enrollment Method – Copy of Paper Enrollment Packet **OR**
   Electronic Enrollment Method – Link to Electronic Enrollment Packet
   NOTE: Enrollment packet submission must include English and one additional language based on student population.

☐ Agenda(s) for Registrar Training for Enrollment of Special Subgroups

☐ Sign-In Sheet(s) for Registrar Training for Enrollment of Special Subgroups

Upload into Component 6.1:

☐ Internal Control Policies and/or Procedures

Upload into Component 6.2:

☐ Record Retention Policy

Upload into Component 6.3:

☐ Most Recent Single Audit Report

☐ Most Recent Annual Financial Audit Report

☐ Corrective Action Plan(s) for all Audit Reports (if applicable)

Upload into Component 7.1:

☐ Procurement Policy and/or Procedures

Upload into Component 7.2:

☐ Evidence of Oversight of Contracts and Competitive/Non-Competitive Procurement
   EXAMPLES: Purchase Order(s), Invoice(s), Paid Receipt(s), Request for Proposal(s), Estimate(s), Evidence of Oversight, etc.

Upload into Component 7.5:

☐ Cost/Price Analysis Documentation

Upload into Component 7.6:

☐ Evidence showing compliance with Components 7.6 thru 7.9
   EXAMPLES: Purchase Order(s), Invoice(s), Paid Receipt(s), Request for Proposal(s), Estimate(s), etc.

Upload into Component 7.10:

☐ Conflict of Interest Policy for Charter School Organizations

Upload into Component 7.11:

☐ Conflict of Interest Policy

Alabama State Department of Education
Required Checklist #2
<Insert LEA>

Title I, Part A Required Documents

Upload into Component 1.2:

☐ List of Student Languages within the LEA
    NOTE: The list is required to be in rank order with the most common language at the top.

Upload into Component 1.3:

☐ Home Language Surveys from Permanent Files and/or Electronic Files
    NOTE: Samples must include multiple schools (grade spans) and grades at each school.

Upload into Component 1.4:

☐ ACCESS 2.0 for ELLs Results from Permanent Files and/or Electronic Files
    NOTE: Samples must include multiple schools (grade spans) and grades at each school.

Upload into Component 1.5:

☐ EL Assessment Policies and Procedures

Upload into Component 1.6:

☐ Parent Notification Letters

Upload into Component 1.7:

☐ Advertisement(s) of meeting(s) and event(s)
☐ Evidence of outreach to parents of EL students
    EXAMPLES: Emails, Phone Logs, Flyers, Social Media Posts, etc.

Upload into Component 2.2:

☐ Parent/Stakeholder Advisory Committee Agenda(s)
☐ Parent/Stakeholder Advisory Committee Sign-In Sheet(s)
☐ Parent/Stakeholder Advisory Committee Advertisement(s)
☐ Parent/Stakeholder Advisory Committee Feedback

Upload into Component 2.3:

☐ Parental Involvement Policy from each school
☐ School-Parent Compact from each school
☐ Evidence that all stakeholders (School, Student, and Parent) have signed the Compact

Upload into Component 2.4:

☐ School Calendar showing flexibility in meeting(s)/event(s) **OR**
    Agenda(s) showing flexibility in meeting(s)/event(s)

| **Alabama State Department of Education** |
| **Required Checklist #2** |

Upload into Component 2.10:

☐ Right-to-Know Letter

☐ Evidence that Parents were notified about the Right-to-Know
   EXAMPLES: Dissemination Statement on Letterhead, Picture(s), Emails, Phone Logs, Flyers, Social Media Posts, etc.

☐ 4-Week Teacher Notification Letter

| **Alabama State Department of Education** |
| **Required Checklist #3** |
| **<Insert LEA>** |

Title I, Part A Preschool Required Documents

Upload into Component 1.3:

☐ List of Standards used for the Title I, Part A Preschool Program

Upload into Component 1.4:

☐ Rank Order Spreadsheet (only if a random selection process is used) **OR**
Statement on letterhead stating that no random selection process was needed

Upload into Component 1.5:

☐ Advertisement(s) provided to parents about enrolling in the Title I, Part A Preschool Program

Alabama State Department of Education
Required Checklist #4
<Insert LEA>

Title I, Part C (Migrant) Required Documents

Upload into Component 2.3:

☐ Timeline for Service Eligibility of Migrant Students
   Possible Points for Timeline: Parent Employment Survey, Certificate of Eligibility, Enrollment or Withdrawal of Student, etc.

Upload into Component 2.4:

☐ Procedures for Intrastate (In-State) and Interstate (Out-of-State) Migrant Student Record Transfer(s)

Upload into Component 2.5:

☐ Checklist of Criteria used for Priority for Service

Upload into Component 2.6:

☐ Professional Development Agenda(s)
☐ Professional Development Schedule(s)

Upload into Component 2.7:

☐ Parent Advisory Committee Agenda(s)
☐ Parent Advisory Committee Sign-In Sheet(s)
☐ Parent Advisory Committee Advertisement(s)

Upload into Component 2.8:

☐ Migrant Student Recruitment Procedures

Alabama State Department of Education
Required Checklist #5
<Insert LEA>

Title I, Part D Required Documents

Upload into Component 1.1:

☐ N/A for LEAs that only operate an alternative school program **OR**

LEAs must submit the following documentation:

   ☐ Communication evidence between Facility and the LEA

     EXAMPLES of COMMUNICATION TYPES: Newsletters, Flyers, Letters, Emails, Social Media, Phone Logs, Transportation Logs, etc.
     EXAMPLES of TOPICS: Special Education, Parental Support, Academic/Curricular Needs, Professional Development, etc.
     NOTE: Communication evidence for exited students must continue for agreed upon period of time.

   ☐ Evidence of Transition Assistance

     EXAMPLES: Tutoring Logs for Testing Assistance, Drop Out Prevention Programs, Social Skills Training, etc.

   ☐ Professional Development Agenda(s)

   ☐ Lesson Plans (including standards) used to support N or D students

   ☐ List of parent involvement activities or resources made available to parents

   ☐ List of local, State, and other Federal funds used to provide services to N or D students

Upload into Component 1.2:

☐ List of current traditional and supportive services used to support N or D students

   EXAMPLES of SERVICES: Mental Health, Social Services, Academic Services, etc.

☐ Evidence to support list of services used with N or D students

   EXAMPLES: Partnership Agreements, Expenditure Report(s), Pre/Post-Test Results, etc.

Alabama State Department of Education
Required Checklist #6
\<Insert LEA\>

Title III, Part A Required Documents

Upload into Component 1.6:

☐ Sign-In Sheet(s) for LEA EL Training
  NOTE: Must have evidence for all employees hired by the LEA.

☐ Agenda(s) for LEA EL Training

Upload into Component 1.7:

☐ Parent Advisory Committee Agenda(s)

☐ Parent Advisory Committee Sign-In Sheet(s)

☐ Parent Advisory Committee Advertisement(s)

Upload into Component 1.8:

☐ List of EL Standards used by the LEA

Upload into Component 1.9:

☐ Student Data Privacy Procedures

Upload into Component 1.10:

☐ Evidence of Least Restrictive Environment for EL Students (must include location)
  EXAMPLES: Completed I-ELPs, Schedule for Students and Teachers, etc.

☐ List of EL students who are in Special Education, Gifted, and in AP Classes

Upload into Component 1.11:

☐ EL Program Exit Form

☐ EL Monitoring Form for Exited Students

☐ Completed Examples of Exit and Monitoring Forms

Upload into Component 2.4:

☐ Title III Supplemental Services Waiver Form

☐ Completed Examples of the Title III Supplemental Services Waiver Form

Upload into Component 3.2:

☐ Student Data Collection Procedures

Alabama State Department of Education
Required Checklist #7
<Insert LEA>

McKinney-Vento Program Required Documents

Upload into Component 1.4:

☐ Procedures for Homeless Students
   NOTE: Must include identification, enrollment, and data reporting procedures.

Upload into Component 1.5:

☐ Sign-In Sheet(s) for Registrar/Registration Training for Homeless Students

☐ Agenda(s) for Registrar/Registration Training for Homeless Students

☐ Community Advertisement(s) or Parent Outreach Evidence for Homeless Student Enrollment

Upload into Component 1.6:

☐ List of Served Homeless Students

Upload into Component 1.7:

☐ Homeless Dispute Resolution Policy

☐ Sample Letter of Explanation to Communicate Enrollment Decisions
   NOTE: A form letter or redacted letter providing the enrollment decision.

Upload into Component 1.8:

☐ Procedures for Access to Services for Homeless Students
   NOTE: The procedures must include preschool age children.

Upload into Component 1.9:

☐ List of Collaborative Efforts with Local Agencies

Upload into Component 1.10:

☐ Procedures for Unaccompanied Youth Homeless Students
   NOTE: Must include identification and enrollment.

Upload into Component 1.11:

☐ Homeless Transportation Procedures

☐ Transportation Support Document(s)
   EXAMPLE: Excel Spreadsheet tracking supports, etc.

Upload into Component 1.12:

☐ Procedures for Intrastate (In-State) and Interstate (Out-of-State) Homeless Student Record Transfer(s)
   NOTE: The procedures must include preschool age children.

Alabama State Department of Education
Required Checklist #7

Upload into Component 1.13:

☐ Sign-In Sheet(s) for LEA Homeless Training
> **NOTE: Must have evidence for all employees hired by the LEA.**

☐ Agenda(s) for LEA Homeless Training

Upload into Component 1.14:

☐ Homeless Education Flyers

☐ Dissemination Procedures for Homeless Education Information

Alabama State Department of Education
Required Checklist #8
<Insert LEA>

Equitable Services Required Documents

Upload into Component 1.1:

☐ Intent to Participate Forms for ALL eligible non-public schools **OR**
Contact Logs for ALL eligible non-public schools where Intent to Participate Forms are not available
NOTE: Contact Log must show a minimum of 3 attempts through 2 different methods

Upload into Component 2.1:

☐ Evidence showing initial consultation meeting with all participating non-public schools
EXAMPLES: Consultation Meeting Agenda(s), Consultation Meeting Sign-In Sheet(s), Calendar Invitation(s), Meeting Notes, etc.

Upload into Component 2.2:

☐ Evidence showing the method used to calculate poverty data at all participating non-public schools
EXAMPLES: Proportionality Worksheet, Free and Reduce Lunch Information, LEA Created Survey Results, etc.

Upload into Component 2.3:

☐ Multiple Selection Criteria
☐ Rank Order Spreadsheet
☐ Exit Criteria

Upload into Component 2.7:

☐ Equitable Services Evaluation for all applicable fund source(s) at all participating non-public schools

Upload into Component 2.8:

☐ Evidence showing ongoing consultation and monitoring with all participating non-public schools
EXAMPLES: Agenda(s), Sign-In Sheet(s), Calendar Invitation(s), Meeting Notes, Meeting Minutes, Emails, Phone Logs, etc.

Upload into Component 2.9:

☐ Procedures for Equitable Services to non-public schools
Must include at a minimum the following: Control of Funds, Control of Inventory, Expenditure Process, Consultation Process, Monitoring Process, Secular/Neutral/Non-Ideological Process, and the Inventory Procedures including all components in 2.11.

Upload into Component 2.12:

☐ Evidence showing equitable services being provided to all participating non-public schools through the LEA or third-party contractor
EXAMPLES: Tutoring Log(s), Invoice(s), Purchase Order(s), Contract(s), Service Agreement(s), Payroll Report(s), Expenditure Detail Report(s), etc.

Alabama
State Department of Education

Federal Programs
Consolidated Monitoring Document

Appendix B

Alabama State Department of Education

Required Form #1 – General Ledger

<Insert LEA>

Did your LEA receive any of the following fund source(s)?

Title I, Part A	[Click]	Title I, Part C – Migrant	[Click]
Title I, Part D – Neglected or Delinquent	[Click]	Title II	[Click]
Title III	[Click]	Title IV, Part B – 21st Century Program	[Click]
Title V	[Click]	McKinney-Vento Homeless	[Click]
ESSER I (FY20 – Current)	[Click]	ESSER II (FY20 – Current)	[Click]
ARP ESSER (FY20 – Current)	[Click]	GEER I (FY20 – Current)	[Click]

LEAs are required to provide the general ledger for each of the fund source(s) marked YES in the question above.

The ALSDE will complete the section below and request the invoice(s), cleared check(s), and receipt(s) for the following items:

Federal Funding Source	Vendor Name	Amount of Expenditure	Obligated within Period of Availability	Necessary	Reasonable	Allocable	Allowable	Compliant with Application
			[Click]	[Click]	[Click]	[Click]	[Click]	[Click]
			[Click]	[Click]	[Click]	[Click]	[Click]	[Click]
			[Click]	[Click]	[Click]	[Click]	[Click]	[Click]
			[Click]	[Click]	[Click]	[Click]	[Click]	[Click]
			[Click]	[Click]	[Click]	[Click]	[Click]	[Click]
			[Click]	[Click]	[Click]	[Click]	[Click]	[Click]
			[Click]	[Click]	[Click]	[Click]	[Click]	[Click]
			[Click]	[Click]	[Click]	[Click]	[Click]	[Click]
			[Click]	[Click]	[Click]	[Click]	[Click]	[Click]
			[Click]	[Click]	[Click]	[Click]	[Click]	[Click]
			[Click]	[Click]	[Click]	[Click]	[Click]	[Click]
			[Click]	[Click]	[Click]	[Click]	[Click]	[Click]
			[Click]	[Click]	[Click]	[Click]	[Click]	[Click]
			[Click]	[Click]	[Click]	[Click]	[Click]	[Click]

Alabama State Department of Education
Required Form #2 – Budget Analysis Report

<Insert LEA>			
Did your LEA receive any of the following fund source(s)?			
Title I, Part A	[Click]	Title I, Part C – Migrant	[Click]
Title I, Part D – Neglected or Delinquent	[Click]	Title II	[Click]
Title III	[Click]	Title IV, Part B – 21st Century Program	[Click]
Title V	[Click]	McKinney-Vento Homeless	[Click]
ESSER I (FY20 – Current)	[Click]	ESSER II (FY20 – Current)	[Click]
ARP ESSER (FY20 – Current)	[Click]	GEER I (FY20 – Current)	[Click]

LEAs are required to provide the budget analysis reports for each of the fund source(s) marked YES in the question above.
The ALSDE will complete the section below for all fund source(s) that are applicable to the LEA.

Federal Funding Source	Allocation	Has the ALSDE Compliance Monitor cross-referenced the Budgeted Analysis Report with eGAP or the Paper Application?	Does the Budget Analysis Report match eGAP/Paper App within the 10% variance for all Function/Object Codes?	Comments
Title I, Part A		[Click]	[Click]	
Title I, Part C		[Click]	[Click]	
Title I, Part D		[Click]	[Click]	
Title II		[Click]	[Click]	
Title III		[Click]	[Click]	
Title IV, Part B		[Click]	[Click]	
Title V		[Click]	[Click]	
Homeless		[Click]	[Click]	
ESSER I		[Click]	[Click]	
ESSER II		[Click]	[Click]	
ARP ESSER		[Click]	[Click]	
GEER I		[Click]	[Click]	

Alabama State Department of Education

Required Form #3 –
Continuation of Compensation during COVID Closures

LEAs are required to demonstrate that to the greatest extent possible, they have continued to pay employees and contractors during the period of disruption or closures related to coronavirus.

<Insert LEA>			
Gross Employee Salary Report (GESR) Data Input the total FTE for each requested year from the last page of the report into the table below. **Please attach the supporting documentation to this form.**			
FY2018		**FY2021**	
FY2019		**FY2022**	
FY2020		**FY2023**	

If an LEA had a drop in FTE from one year to another year (i.e. FY2018 to FY2019), the LEA is required to provide a rationale for each yearly drop in FTE.

Brief Explanation of Drop in FTE	
FY2018 to FY2019	
FY2019 to FY2020	
FY2020 to FY2021	
FY2021 to FY2022	
FY2022 to FY2023	

Alabama State Department of Education

Required Form #4 – Supplement Not Supplant

<Insert LEA>

Did your LEA receive any of the following fund source(s)?

Title I, Part A District Level Set-Asides	[Click]	Title I, Part C – Migrant	[Click]
Title I, Part D – Neglected or Delinquent	[Click]	Title II	[Click]
Title III	[Click]	Title IV, Part B – 21st Century Program	[Click]
Title V	[Click]	McKinney-Vento Homeless	[Click]

SUPPLEMENT NOT SUPPLANT RATIONALE AND DOCUMENTATION

Question: How does your LEA supplement and not supplant Federal Funds for each funding source marked YES above? Indicate your response in the boxes below.

(i.e. Title II, Part A funds must supplement and not supplant non-Federal funds in that Title II, Part A funds may not be used to provide services that it provided in the prior year with non-Federal funds [unless presumption can be rebutted] and may not be used to provide services that it is required to make available under state, local, or other federal laws.) The boxes will expand as you type, feel free to include all necessary information.

Title I, Part A District Level Set-Aside	Title I, Part C – Migrant Education
Title I, Part D – Neglected or Delinquent	**Title II**
Title III	**Title IV, Part B – 21st Century Program**
Title V	**McKinney-Vento Homeless Program**

REMINDER: Attach all supporting documentation to the required form.

Alabama State Department of Education
Required Form #5 – Time and Effort

\<Insert LEA\>

Did your LEA use any of the following fund source(s) to pay for salaries (010-199) and benefits (200-299)?

Title I, Part A	[Click]	Title I, Part C – Migrant	[Click]
Title I, Part D – Neglected or Delinquent	[Click]	Title II	[Click]
Title III	[Click]	Title IV, Part B – 21st Century Program	[Click]
Title V	[Click]	McKinney-Vento Homeless	[Click]
ESSER I (FY20 – Current)	[Click]	ESSER II (FY20 – Current)	[Click]
ARP ESSER (FY20 – Current)	[Click]	GEER I (FY20 – Current)	[Click]

LEAs are required to provide samples of time and effort for each of the fund source(s) marked YES in the question above.
The ALSDE will complete the section below for all fund source(s) that are applicable to the LEA.

Federal Funding Source	# of Samples	Does the submitted samples follow the LEA policy for time and effort?	Comments
Title I, Part A		[Click]	
Title I, Part C		[Click]	
Title I, Part D		[Click]	
Title II		[Click]	
Title III		[Click]	
Title IV, Part B		[Click]	
Title V		[Click]	
Homeless		[Click]	
ESSER I		[Click]	
ESSER II		[Click]	
ARP ESSER		[Click]	
GEER I		[Click]	

REMINDER: Attach all time and effort samples and any supporting documentation.

Alabama State Department of Education

Required Form #6 – Teacher Qualifications

All teachers working in a program supported with Federal funds must meet applicable State certification and licensure requirements, including requirements obtained through alternative routes to certification.

<Insert LEA>

Federal Funding Source	School Name	Grade/Subject Taught	Name on Certificate	ALSDE ID (Teacher Certificate Number)	Determination (ALSDE only)
ESSER II	Alabama ES	4th Grade	Alabama Montgomery	AAA-1234-1234	Choose an item.
					Choose an item.
					Choose an item.
					Choose an item.
					Choose an item.
					Choose an item.
					Choose an item.
					Choose an item.
					Choose an item.
					Choose an item.
					Choose an item.
					Choose an item.
					Choose an item.
					Choose an item.
					Choose an item.
					Choose an item.
					Choose an item.
					Choose an item.
					Choose an item.
					Choose an item.
					Choose an item.

Alabama State Department of Education

Required Form #7 –
Instructional Paraprofessional Qualifications

LEAs must ensure that all paraprofessionals who work in an instructional capacity in a Title I schoolwide program or who are paid with Federal funds meet the ALSDE qualification requirements.

<Insert LEA>

Note: Only list instructional paraprofessionals

Federal Funding Source	School Name	Name on Documentation	Qualifications	Determination (ALSDE only)
Title I	Alabama ES	Alabama Birmingham	Obtained Level 3 on Workkeys Assessment in Applied Mathematics, Workplace Documents, and Business Writing	Choose an item.
			Choose an item.	Choose an item.
			Choose an item.	Choose an item.
			Choose an item.	Choose an item.
			Choose an item.	Choose an item.
			Choose an item.	Choose an item.
			Choose an item.	Choose an item.
			Choose an item.	Choose an item.
			Choose an item.	Choose an item.
			Choose an item.	Choose an item.
			Choose an item.	Choose an item.
			Choose an item.	Choose an item.
			Choose an item.	Choose an item.
			Choose an item.	Choose an item.
			Choose an item.	Choose an item.
			Choose an item.	Choose an item.
			Choose an item.	Choose an item.

REMINDER: Attach all qualification documentation to the submitted list.

Alabama State Department of Education

Required Form #8 – Inventory

Have inventory items ever been purchased from the following fund sources?

Title I, Part A	[Click]	Title I, Part C – Migrant	[Click]
Title I, Part D – Neglected or Delinquent	[Click]	Title II	[Click]
Title III	[Click]	Title IV, Part B – 21st Century Program	[Click]
Title V	[Click]	McKinney-Vento Homeless	[Click]
ESSER I (FY20 – Current)	[Click]	ESSER II (FY20 – Current)	[Click]
ARP ESSER (FY20 – Current)	[Click]	GEER I (FY20 – Current)	[Click]

LEAs are required to provide the inventory spreadsheet for each of the fund source(s) marked YES in the question above.
The ALSDE will complete the section below and request evidence (picture or in-person) of the following items:

Federal Funding Source	Location of Item	Item Description	District Barcode Number	Serial Number	Was the item listed correctly on the inventory spreadsheet?	Was the item located during the inventory spot check?	Was picture or in-person evidence provided?
					[Click]	[Click]	[Click]
					[Click]	[Click]	[Click]
					[Click]	[Click]	[Click]
					[Click]	[Click]	[Click]
					[Click]	[Click]	[Click]
					[Click]	[Click]	[Click]
					[Click]	[Click]	[Click]
					[Click]	[Click]	[Click]
					[Click]	[Click]	[Click]
					[Click]	[Click]	[Click]
					[Click]	[Click]	[Click]
					[Click]	[Click]	[Click]

Alabama State Department of Education

Required Form #9 –
Availability of ACIP, Parental Policy, and School-Parent Compact

This form must be completed for each requested Title I school within the LEA.

<Insert LEA>

<Insert School Name>

Alabama Continuous Improvement Plan (ACIP) Links		
English		
2nd Language	<Enter Language>	

Parental Involvement Policy Links		
English		
2nd Language	<Enter Language>	

School-Parent Compact Links		
English		
2nd Language	<Enter Language>	

The second language must match the student language list provided for Component 1.2.
If the language is different for this school provide an explanation.

Alabama State Department of Education

Required Form #10 – ACIP Link to Expenditures

This form must be completed for each requested Title I school within the LEA.

<Insert LEA>

<Insert School Name>

Select the box that indicates what type of Title I, Part A program is implemented within your local school.

Schoolwide Program	☐	Targeted Assistance Program	☐

Title I, Part A Budget Alignment Section

Directions: Provide the PPA allocation and the Parent and Family Engagement allocation (only required if the LEA receives $500,000 or more) for the three required documents in the chart below. You are required to attach supporting documentation to this document such as the Coordination of Resources Form, screenshot or printout of eGAP, and the Budget Analysis Report.

Type of Report	Title I, Part A Allocation (PPA)	Parent and Family Engagement Allocation
Coordination of Resources Form		
eGAP Approved Application		
Budget Analysis Report		

The ALSDE will complete the section below after initial submission if the Budget Alignment Section is matching.
If the Budget Alignment Section is not matching, the LEA is not in compliance with their Title I, Part A application.
LEAs will be required to provide evidence of implementation of the following action step(s)/expenditure(s):

Action Step	Type of Expenditure	Amount of Expenditure	LEA Provided Adequate Evidence?	Notes
			[Click]	
			[Click]	
			[Click]	
			[Click]	
			[Click]	

Alabama State Department of Education
Required Form #11 – Title II Required Narratives
<Insert LEA>

Respond to the following narratives.

Recruitment, Hiring, and Retaining Effective Teachers

Subgrantee describes how the local educational agency (LEA) will develop and implement initiatives to assist in recruiting, hiring, and retaining effective teachers particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within-district equity in the distribution of teachers.

ESSA §2103(b)(3)(B)

Recruitment of Non-Traditional Teachers

Subgrantee describes how the LEA will recruit qualified individuals from other fields to become teachers, principals, or other school leaders, including mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with records of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders.

ESSA §2103(b)(3)(C)

Access to Effective Personnel

Subgrantee describes how the Title II, Part A activities will provide students from low-income families and minority students with greater access to effective teachers, principals, and other school leaders.

ESSA §2001 and ESSA §2103(b)

Alabama State Department of Education

Required Form #12 – Title II Class-Size Reduction Teachers

All class-size reduction teachers supported with Title II funds must be supplemental and not the only teacher in a particular grade level or subject area.

\<Insert LEA>

	School Name	Grade/Subject Taught	Name on Certificate	ALSDE ID (Teacher Certificate Number)	Determination (ALSDE only)
Class-Size Reduction Teacher	Alabama ES	4th Grade	Alabama Montgomery	AAA-1234-1234	Choose an item.
Another Teacher on Grade/Subject	Alabama ES	4th Grade	Alabama Birmingham	BBB-5678-5678	
Class-Size Reduction Teacher					Choose an item.
Another Teacher on Grade/Subject					
Class-Size Reduction Teacher					Choose an item.
Another Teacher on Grade/Subject					
Class-Size Reduction Teacher					Choose an item.
Another Teacher on Grade/Subject					
Class-Size Reduction Teacher					Choose an item.
Another Teacher on Grade/Subject					

REMINDER: Attach schedules for all personnel on the submitted list.

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Required Form #13 – Teacher Fluency

All teachers working in any language instruction program for EL students must be fluent in English and in any other language used for instruction, including having written and oral communication skills.

<Insert LEA>				
School Name	Grade/Subject Taught	Name on Certificate	ALSDE ID (Teacher Certificate Number)	Determination (ALSDE only)
Alabama ES	4th Grade	Alabama Montgomery	AAA-1234-1234	Choose an item.
				Choose an item.
				Choose an item.
				Choose an item.
				Choose an item.
				Choose an item.
				Choose an item.
				Choose an item.
				Choose an item.
				Choose an item.
				Choose an item.
				Choose an item.
				Choose an item.
				Choose an item.
				Choose an item.
				Choose an item.
				Choose an item.
				Choose an item.
				Choose an item.

Alabama State Department of Education

Required Form #14 – Paraprofessional Supervision Assurance

Instructional paraprofessionals who are employed in the language instruction program must work under the supervision of a qualified teacher.

<Insert LEA>

The LEA listed above assures to the Alabama State Department of Education that paraprofessionals who provide instructional support at each of the locations listed below will work under the direct supervision of a qualified teacher.

_____   _____   _____

Superintendent Name (Printed)   Superintendent Signature   Date

School Name	Paraprofessional Name	Teacher Name on Certificate	ALSDE ID (Teacher Certificate Number)	Determination (ALSDE only)
Alabama ES	Alabama Birmingham	Alabama Montgomery	AAA-1234-1234	Choose an item.
				Choose an item.
				Choose an item.
				Choose an item.
				Choose an item.
				Choose an item.
				Choose an item.
				Choose an item.
				Choose an item.
				Choose an item.
				Choose an item.
				Choose an item.
				Choose an item.
				Choose an item.
				Choose an item.
				Choose an item.

Alabama State Department of Education

Required Form #15 –
Coordination of Title I & McKinney-Vento Narratives

Respond to the following narratives.

Coordination of Title I and McKinney-Vento

Subgrantee coordinates Title I, Part A funds with the McKinney-Vento Act and describes within its plan the services provided to homeless children and youth.

ESSA §1112(a)(1)(B) & ESSA §1112(b)(6)

Provide a description of the services provided to homeless children and youth within your LEA.

Please attach all supporting documentation to the form.

Homeless Liaison

Subgrantee has a designated homeless liaison.

42 USC §11432(g)(1)(J)(ii)

Name of Homeless Liaison	
Position	
Telephone Number	
Email Address	

Please attach job description for the homeless liaison to the form.

Alabama State Department of Education

Required Form #16 –
McKinney-Vento Homeless Grant Required Narratives

Respond to the following narratives.

Expand and/or Improve Services

Subgrantee who provides services under the McKinney-Vento program expands or improves, but does not replace services provided as part of a school's regular academic program.

42 USC §11433(a)(2)(A)(iii)

Provide a description of the services provided to homeless children and youth within your LEA that expands or improves the McKinney-Vento program but does not replace services provided as a part of the regular academic program.

Please attach all supporting documentation to the form.

Implementation of McKinney-Vento Homeless RFA/Application

Subgrantee has evidence that the LEA is implementing the McKinney-Vento program as described in the approved application.

42 USC §11433(b)

Please attach documentation reflecting programming or educational supports provided to homeless students as identified in the LEA's application.

Alabama State Department of Education

Required Form #17 – Equitable Services Inventory

\<Insert LEA\>

Has inventory items ever been purchased from the following fund sources for non-public schools?

Title I, Part A	[Click]	Title I, Part C – Migrant	[Click]
Title II	[Click]	Title III	[Click]
Title IV, Part B – 21st Century Program	[Click]	ESSER I (FY20 – Current)	[Click]
GEER I (FY20 – Current)	[Click]		

LEAs are required to provide the inventory spreadsheet for each of the fund source(s) marked YES in the question above.
The ALSDE will complete the section below and request evidence (picture or in-person) of the following items:

Federal Funding Source	Location of Item	Item Description	District Barcode Number	Serial Number	Was the item listed correctly on the inventory spreadsheet?	Was the item located during the inventory spot check?	Is the item removable?
					[Click]	[Click]	[Click]
					[Click]	[Click]	[Click]
					[Click]	[Click]	[Click]
					[Click]	[Click]	[Click]
					[Click]	[Click]	[Click]
					[Click]	[Click]	[Click]
					[Click]	[Click]	[Click]
					[Click]	[Click]	[Click]
					[Click]	[Click]	[Click]
					[Click]	[Click]	[Click]
					[Click]	[Click]	[Click]
					[Click]	[Click]	[Click]
					[Click]	[Click]	[Click]
					[Click]	[Click]	[Click]

Alabama State Department of Education

Required Form #18 –
Equitable Services Teacher & Paraprofessional Qualifications

All teachers and paraprofessionals working in a program supported with Federal funds must meet applicable State certification and licensure requirements.

<Insert LEA>

Equitable Services Teachers

Federal Funding Source	School Name	Grade/Subject Taught	Name on Certificate	ALSDE ID (Teacher Certificate Number)	Determination (ALSDE only)
ESSER II	Alabama ES	4th Grade	Alabama Montgomery	AAA-1234-1234	Choose an item.
					Choose an item.
					Choose an item.
					Choose an item.
					Choose an item.
					Choose an item.

Equitable Services Paraprofessionals

Federal Funding Source	School Name	Name on Documentation	Qualifications	Determination (ALSDE only)
Title I	Alabama ES	Alabama Birmingham	Obtained Level 3 on Workkeys Assessment in Applied Mathematics, Workplace Documents, and Business Writing	Choose an item.
			Choose an item.	Choose an item.
			Choose an item.	Choose an item.
			Choose an item.	Choose an item.
			Choose an item.	Choose an item.
			Choose an item.	Choose an item.

REMINDER: Attach all paraprofessional qualifications when submitting.

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Appendix C

NOTE:
DOCUMENTS/ATTACHMENTS SHOULD BE PLACED IN COGNIA ONE MONTH (30 DAYS) BEFORE MONITORING VISIT.
- **Label each document at the top right-hand corner the type of documentation provided: Example – 1d – Nutritional Lesson Plan 1st Quarter.**
- **Documents should be filed in the order they appear on this document.**
- **When entering documents into Cognia, assign a name to each individual document when saving it (just as you would when saving a WORD document):**
     Example: 1d – Physical Education Lesson Plan – 1st Quarter
                   1d – Physical Education Lesson Plan – 2nd Quarter

21st CCLC COMPLIANCE ASSISTANCE CHECKLIST

GRANTEE:	SITE:	
TA Visit Date #1:	VISIT #1 Purpose:	
TA Visit Date #2:	VISIT #2 Purpose:	
TA Visit Date #3:	VISIT #3 Purpose:	
TA Signature:	Grantee Signature:	
ALSDE Representative:	ALSDE Signature:	Date:

PROGRAM OPERATIONS	
Program Director:	Site Coordinator:
Proposed Number of Students: ON ROLL:	Number of 30 Days or More Students Attending the Program:
Days of Week Program Operates: M - F	Hours of Program Operation: AM: 6:00 6:30 7:00 7:30 8:00 PM: 2:00 2:30 3:00 5:30 6:00 6:30 Miscellaneous: _____

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I.	ACADEMICS	
	Required for all Programs:	**Documentation**

1a	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):
	  -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
		☐ Enrichment (quarterly samples and various grade levels)
		☐ Tutoring /Remediation (quarterly samples and various grade levels)
		☐ Daily/weekly/monthly schedules reflecting enrichment, remediation, and tutoring
		  ☐ Academic/Enrichment field trip documentation (if applicable):
		    o Field Trip Logs
		    o Field Trip Approval (District, ALSDE)
		    o Field Trip Agenda/Lesson Plans with standards

1b	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):* -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 (quarterly samples and various grade levels) ☐ Not Applicable ☐ NA for K-6 schools

1c	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):
	  - services for individual with disabilities?
	    Section 4205(a)(5)
		☐ Parent Handbook: Section stating program accepts all students.
		☐ Lesson plans for SPED students needing modifications and/or accommodations (quarterly samples and various grade levels) **OR**
		☐ Statement reflecting that no special modifications or accommodations are needed.

1d.	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):* - 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 (quarterly samples and various grade levels) ☐ Physical Education lesson plans (quarterly samples and various grade levels) ☐ Schedule reflecting physical activities taking place in accordance with approved grant

	Required for all programs:	Documentation
1e	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)*: -telecommunications and technology education? *Section 4205(a)(8)*	☐ Lesson Plans incorporating technology and telecommunications (quarterly samples and various grade levels) ☐ Daily/weekly schedule reflecting computer time for students
1f	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)*: -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 (quarterly samples and various grade levels) ☐ Documentation of Career readiness/Career fairs and other Workforce Development activities (if applicable, in accordance with approved grant): ☐ Flyers/letters/Announcements/Invitations ☐ Agendas ☐ Sign-In Sheets ☐ Minutes/Notes
1g	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)*: - 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 to include the five main components of effective Service-Learning initiatives- Investigation, Preparation, Action, Reflection, Demonstration and Celebration ☐ (This is a written description of the service-learning project using the 5 components of an effective service-learning project.) ** ☐ Pictures/PowerPoint Presentations ☐ Communications such as newsletters, flyers, letters, emails ☐ Lesson Plans related to the Service-Learning Project
1h	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)*: - programs that offer arts and music enrichment opportunities?	☐ Lesson plans focused on art, music, and/or drama (quarterly samples and various grade levels) ☐ Documentation of Family Arts and Music Events (if applicable): ☐ Flyers/letters/Announcements/Invitations ☐ Agendas ☐ Sign-In Sheets ☐ Pictures/video

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Required for all programs:	Documentation
1i 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):* -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 ☐ PowerSchool report reflecting number of office referrals ☐ Lesson Plans targeting truancy and/or student behavior/character development activities (quarterly samples and various grade levels)
1j 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):* - 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 (quarterly samples and various grade levels)
1k 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):* -programs that provide after-school activities that emphasize language skills and academic achievement? *Section 4205(a)(6)*	☐ Lesson Plans for students needing language skills and academic achievement (quarterly samples and various grade levels) ☐ ACCESS scores for EL students ☐ Pre/Post data for language test sections ☐ NA-No EL students attend the program or those that do attend do not need special accommodations

1l 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:):
-cultural programs? *Section 4205(a)(7)*
	☐ Lesson plans focusing on cultural diversity (quarterly samples and various grade levels)
	☐ Documentation of Cultural events (if applicable):
	   o Flyers/Announcements/Newsletters/Invitations
	   o Agendas
	   o Sign-In Sheets
	   o Pictures/videos

	Required for all programs:	Documentation
1m	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):* -literacy education programs, including. Financial Literacy programs and Environmental Literacy programs? *Section 4205(a)(3)*	☐ Lesson Plans targeting financial literacy activities (quarterly samples and various grade levels) ☐ Lesson plans targeting environmental literacy activities (quarterly samples and various grade levels) ☐ Documentation (memos, letters, etc.) supporting partnerships with financial and environmental agencies
1n	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):* -expanded library service hours? *Section 4205(a)(9)*	☐ Schedule/Reports of afterschool library activities/usage (story time, check outs, etc.) ☐ Documentation of use of mobile or classroom library (usage logs, rewards system, photographs)
2	STEM/STEAM: 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 educational teaching methods? *Section 4205(a)(13)*	☐ Lesson Plans focusing on hands-on STEM/STEAM enrichment incorporating 3 or more of the following elements science, technology, engineering, math and art. (quarterly samples and various grade levels) ☐ Schedule reflecting STEM/STEAM activities taught on regular basis ☐ STEM/STEAM student and Family events (if applicable): ☐ STEM/STEAM related field trip documentation (if applicable):

3	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.)
		 ☐ Required Parent Orientation
		    ☐ Memos/Invitations/Announcements
		    ☐ Agendas
		    ☐ Sign-in Sheets
		    ☐ Minutes
		    ☐ Photos/Videos
		 ☐ Parent and Family Engagement Activities
		    ☐ Memos/Invitations/Announcements
		    ☐ Agendas
		    ☐ Sign-In Sheets
		    ☐ Minutes
		    ☐ Photos/Videos

II. PROGRAM EFFECTIVENESS

	Required for all programs:	Documentation
4	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 ☐ List of tools used to measure academic success ☐ Pre/Post Test Comparison

5	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 External Evaluator Final Report
		ALSDE/District/Local School Evaluation
		☐ Program-Specific Student Evaluations (i.e., DIBELS, STAR, COMPASS, etc.)
		☐ EZ Reports: Student Grades
		☐ Site Evaluations:
		   ☐ Program Director – Quarterly samples
		   ☐ External Evaluator
		☐ Risk Assessment
		☐ Central Office Staff visit/observation
		☐ Staff Evaluations

6	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 (monthly samples and various grade levels)
7	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?	☐ Sample 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)

8	Is the Program/Project being implemented in accordance with the State approved application (RFA)?	☐ Organized Documentation in Cognia
		☐ Surveys Results:
		   ☐ Student
		   ☐ Teacher
		   ☐ Parent
		   ☐ Partner (optional)

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	Required for all programs:	Documentation

9	Is the 21ˢᵗ CCLC program disseminating information (evaluation results, programming information, survey results, etc.) to partners, parents, regular school day staff, and the community effectively?	☐ Documentation showing how evaluation results/program communications are shared with EACH group listed below:
		  ☐ Regular classroom teachers
		  ☐ Administrative staff/Board/Superintendent
		  ☐ Parents
		  ☐ Partners
		  ☐ Community
		☐ Advisory Committee Documentation
		  ☐ Schedule of Advisory Committee Meetings
		  ☐ Meeting Announcement/Invitation to Participate
		  ☐ Agendas
		  ☐ Sign-In Sheets
		  ☐ Meeting Minutes/Notes

III. SAFETY

	Required for all programs:	Documentation

10a	Does the program meet safety procedures that have well-documented:
	- sign-in/sign-out procedures for students with adequate security measures?
		☐ 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 Student sign-in/sign-out procedures were addressed during required Staff Orientation
		  ☐ Memo/Announcement related to orientation meeting
		  ☐ Meeting Agenda with Student Sign-in/Sign-out procedures as a line-item topic
		  ☐ Sign-In Sheets
		  ☐ Meeting Minutes/Notes

10b	Does the program meet safety procedures that: have a safe, secure facility and environment which is easily accessible and is ADA approved?	☐ 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 (see safety department) ☐ Fire Extinguisher Inspection Verification for site (photo or inspection report)

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	Required for all programs:	Documentation

10c	Does the program meet safety procedures that:
	-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 (Regular School Year)
		☐ 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 Sheets
		☐ Safety Plans included in Staff Handbook
		☐ Documentation that all staff have received copies of the safety plans
		☐ Documentation of CPR/First Aid training
		☐ Safety Drill Documentation
		    ☐ Fire Drills (monthly)
		    ☐ Severe Weather (quarterly & once in summer)
		    ☐ Lock Down/Intruder Drill (each semester and once per summer)
		    ☐ Bus Drills (one at beginning of each the fall, spring and summer program sessions)

10d	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 (On file at Central Office)

IV. PERSONNEL AND FINANCIALS		
	Required for all programs:	Documentation
11	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 titles/positions ☐ Samples of Staff Employment Applications ☐ District/Local School Policy statement for background checks and fingerprinting (included in staff handbooks also) ☐ Monitor will verify all employment applications, background checks, fingerprinting, etc. are maintained and filed accordingly (onsite)

12	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 with Timekeeping as a line-item topic
		    ☐ Sign-In Sheets
		    ☐ Minutes/Notes

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	Required for all programs:	Documentation
13	Is there appropriate administrative leadership provided at all times?	☐ Chain of Command/Personnel chart ☐ 21st CCLC **administrative** staff list with duties and responsibilities ☐ Copies of all **administrative** job descriptions ☐ Copies of Time sheets/Personal Activity Reports (PARs) for Administrative Personnel (i.e., Site Director, Program Coordinator, EZ Reports? Secretary, Bookkeeper, etc.) ☐ Administrative Costs Worksheets (Uploaded in eGAP Document Library)
14.	Does the LEA ensure policies for effective administration and allocations of funding?	**21st CCLC Funds** ☐ Policy of accounting for 21st CCLC funds ☐ Narrative regarding reimbursements ☐ Copies of line-item budgets (Form 8, 9, 10, 11 &12) ☐ Copies of MacALEER Journal Entry Monthly Detailed Expenditure report for 21st CCLC program for each grantee site (LEAs only) ☐ Monthly Detailed Expenditure report (CBOs/FBOs)
15	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 with job titles/positions ☐ Samples of timesheets and Personal Activity Reports for all 21st CCLC staff ☐ Employee monthly, weekly and daily salaries, if not included on timesheets

16a	Has the program:
	-developed and implemented policies and procedures for purchases and procurement?
		☐ Copies of policy and procedures for purchase orders
		☐ All approved and completed purchase orders, invoices and/or receipts.
		☐ Copies of Contractual Services or Purchased Services
		  ☐ Contracts
		  ☐ Agreements
		  ☐ Memoranda of Understanding

16b	Has the program:
	-established and implemented inventory procedures?
		☐ Copy of equipment and inventory process
		☐ Copy of equipment disposal process
		☐ Complete copy of District/School 21st CCLC Inventory (this includes all years of 21st CCLC inventory):
		  ☐ Description of property ☐ Date of purchase
		  ☐ Amount of purchase and Item Cost ☐ Total amount of purchase
		  ☐ Specific Location of property (Gym, Name of Classroom, etc.)
		  ☐ Serial number ☐ Purchase orders for equipment
		  ☐ Paid invoices for equipment
		  ☐ Copy of ALSDE approval for purchases totaling $5,000 or over (individual purchases and/or cumulative purchases totaling $5,000 or over)
		☐ All 21st CCLC equipment is labeled.
		☐ Monitor will 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 (add bubble)

17	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)

18.	Is there documented evidence that the 21st CCLC program is coordinating 21st CCLC funds with other federal funds?	☐ List of additional funding sources (Title funds/CNP/DPH/DHR/local/etc.)
19	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?	☐ Copy of comprehensive, detailed sustainability plan – this can be from the application copy in the sustainability section of the grant application ☐ List of all partners, the services they provide, and the frequency of services ☐ List of all volunteers, the services they provide, and the frequency of services ☐ Copies of additional grants ☐ District/Local School Financial Statement related to additional donations

V. PARTNERS, PROFESSIONAL DEVELOPMENT, MISCELLANEOUS AND TRANSPORTATION		
	Required for all programs:	**Documentation**

20	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 (include those that are available)
		  ☐ Agendas
		  ☐ Sign-In Sheets
		  ☐ Professional Development Certificates
		  ☐ Training Notes/Minutes

21	Does the 21st CCLC program partner with local agencies, schools, and organizations and make efforts to recruit and retain established collaborations? Do we need more information from those programs with Collaborative Partners? i.e. Documentation of planning/programming meetings.	☐ List of all partner/volunteers, the services they provide, and the frequency of services ☐ Letter of Commitment/Memoranda of Understanding/Agreement ☐ Joint Collaborative Partnerships Agreement (if applicable) ☐ Partner Surveys (optional) ☐ EZ Reports: List of Partners and Volunteers

22	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
		  ☐ Meeting Agendas/Sign-In Sheets
		  ☐ Copy of certified mail notification
		  ☐ Documentation of program attendance by private/home-schooled students (attendance reports)

23	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 for each site ☐ Weekly snack/dinner menu – for each site

Alabama
State Department of Education

Federal Programs Consolidated Monitoring Document

Appendix D

Alabama State Department of Education
Title I Served School Interview Form
<Insert School Name>

System: _____   **Date/Time:** _____

School: _____   **Principal:** _____

DISTRICT-LEVEL SUPPORT	
QUESTIONS	**COMMENTS**
1. In general, what support does your school receive from your LEA (support and oversight)?	
2. What types of support does your LEA provide to your school to help support special subgroups? (e.g. English Learners (EL), Special Education, Homeless, Migrant, etc.)	
3. What types of training has your LEA provided regarding enrollment of EL students? (e.g. entering appropriate codes in PowerSchool, assigned student numbers, etc.)	
4. How is your school being supported with COVID Relief funding?	

ENROLLMENT	
QUESTIONS	**COMMENTS**
1. Provide a brief description of your student enrollment procedures.	
2. Are students allowed to enroll if they do not have a birth certificate, immunization card and/or a social security card?	
3. What is your process if a student does not have a birth certificate, immunization card, and/or social security card?	

TITLE I SCHOOLWIDE PLAN (ACIP) & EVALUATION OF FEDERAL FUNDING	
QUESTIONS	**COMMENTS**
1. Describe how (Strategy from ACIP) is being utilized in your school this year.	
2. How is the effectiveness of the schoolwide program evaluated? (e.g. walk-throughs, summary notes, documentation in ACIP, etc.)	

TITLE I SCHOOLWIDE PLAN (ACIP) & EVALUATION OF FEDERAL FUNDING (CONT.)	
QUESTIONS	**COMMENTS**
3. How is the evaluation used to improve the schoolwide program?	
4. How is your ACIP made accessible to parents?	
5. Provide some examples of evidence-based practices that take place within the school to support student achievement.	
6. How does your school use data to make decisions about student achievement?	
7. How did your school evaluate student achievement during COVID-19 school closures?	
8. How are teachers supported at your school?	
9. How are paraprofessionals supervised and supported at your school?	
10. Does your school charge parents or students for items and/or services provided from federal funding?	

PARENT AND FAMILY ENGAGEMENT	
QUESTIONS	**COMMENTS**
1. What trainings are offered to parents throughout the school year, and how are they scheduled?	
2. How do you assist parents in working with their children on increasing student achievement?	
3. What training and/or assistance was offered to support parents at the beginning of the COVID-19 pandemic?	

ENGLISH LEARNERS	
QUESTIONS	**COMMENTS**
1. Provide a verbal timeline the school uses for identifying and assessing EL students.	
2. How does the LEA notify parents of their child's placement in EL services?	
3. **(Title III Schools Only)** Are parents of EL students allowed to waive any services? If so, what services? What strategies do you implement that is in addition to the core instruction? Is there a form for waiving supplemental services?	
4. What process do you use to exit EL students? What happens if the child struggles in the mainstream after exiting the EL program?	

ENGLISH LEARNERS (CONT.)	
QUESTIONS	**COMMENTS**
5. Provide a brief explanation of the process used to monitor students once they have met appropriate exit criteria. How long are students monitored?	
6. Provide a brief explanation of the Language Instruction Educational Program (the core program) used by the LEA and your school.	
7. How do your teachers use the WIDA standards?	
8. What EL professional development is provided to classroom teachers, principals, administrators, and other school or community-based personnel?	
9. What effective evidence-based approaches are being utilized to support the EL program at your school?	
10. Do you have any EL resource teachers at your school? If so, how does the LEA encourage coordination between EL resource teachers and all other faculty and staff?	
11. How do you ensure that all EL and non-English speaking parents receive information about school activities in a language they can understand?	
12. Are your EL students transported within the school day for academic, language, or support services?	

TITLE I PRESCHOOL (IF APPLICABLE)	
QUESTIONS	**COMMENTS**
1. How many students are in your classroom? Is there a wait list for this class? If so, explain the selection process.	
2. What evidence-based curriculum do you use for reading and math?	
3. What standards are implemented (e.g. Head Start or Alabama Developmental)?	
4. What professional development have you attended?	
5. Do you have support/oversight for your classroom? If so, what does it look like?	

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TARGETED ASSISTANCE PROGRAM (IF APPLICABLE)	
QUESTIONS	COMMENTS
1. How was the eligibility list established and is there a cut-off score? How did the committee decide what grade and subject would be served?	
2. How does the Title I teacher know what students to serve?	
3. Is there a form for refusal of Targeted Assistance (TA) services?	
4. How is the regular program coordinated with TA services?	
5. Do you have any extended time programs?	
6. What are the exit procedures?	
7. How is the TA program evaluated?	

CSI, TSI, AND ATSI SUPPORT (IF APPLICABLE)	
QUESTIONS	COMMENTS
1. What types of intervention(s) does your school implement to assist your at-risk students?	
2. How does your LEA provide your school with support to assist your at-risk students?	
3. Provide a brief explanation of how your school incorporates the ACIP to support your at-risk students.	

SIGN-IN SHEET		
PRINTED NAME	POSITION	SIGNATURE

Alabama State Department of Education

Non-Title I Served School Interview Form

<Insert School Name>

System: _____   **Date/Time:** _____

School: _____   **Principal:** _____

DISTRICT-LEVEL SUPPORT	
QUESTIONS	**COMMENTS**
1. In general, what support does your school receive from your LEA (support and oversight)?	
2. What types of support does your LEA provide to your school to help support special subgroups? (e.g. English Learners (EL), Special Education, Homeless, Migrant, etc.)	
3. What types of training has your LEA provided regarding enrollment of EL students? (e.g. entering appropriate codes in PowerSchool, assigned student numbers, etc.)	
4. How is your school being supported with COVID Relief funding?	

ENROLLMENT	
QUESTIONS	**COMMENTS**
1. Provide a brief description of your student enrollment procedures.	
2. Are students allowed to enroll if they do not have a birth certificate, immunization card and/or a social security card?	
3. What is your process if a student does not have a birth certificate, immunization card, and/or social security card?	

EVALUATION OF FEDERAL FUNDING	
QUESTIONS	**COMMENTS**
1. Provide some examples of evidence-based practices that take place within the school to support student achievement.	
2. How does your school use data to make decisions about student achievement?	

EVALUATION OF FEDERAL FUNDING (CONT.)	
QUESTIONS	**COMMENTS**
3. How did you school evaluate student achievement during COVID-19 school closures?	
4. How are teachers supported at your school?	
5. How are paraprofessionals supervised and supported at your school?	

PARENT AND FAMILY ENGAGEMENT	
QUESTIONS	**COMMENTS**
1. What training and/or assistance is being offered to parents throughout the COVID-19 pandemic?	

CSI, TSI, AND ATSI SUPPORT (IF APPLICABLE)	
QUESTIONS	**COMMENTS**
1. What types of intervention(s) does your school implement to assist your at-risk students?	
2. How does your LEA provide your school with support to assist your at-risk students?	
3. Provide a brief explanation of how your school incorporates the ACIP to support your at-risk students.	

SIGN-IN SHEET		
PRINTED NAME	**POSITION**	**SIGNATURE**

Federal Programs Department
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Alabama State Department of Education
Non-Public School Interview Form
<Insert School Name>

System: _____   **Date/Time:** _____

School: _____   **Principal:** _____

EQUITABLE SERVICES CROSS-CUTTING	
QUESTIONS	**COMMENTS**
1. What support does your non-public school receive from the LEA (support and oversight)?	
2. Did the LEA provide timely and meaningful consultation on the: • Availability of funds to provide services • Procedure to file a complaint to the ALSDE regarding timely and meaningful consultation provided by the LEA.	
3. Did the LEA, through timely and meaningful consultation, jointly develop a written **Equitable Services Implementation Plan**, with your non-public school?	
4. Provide a brief explanation of the Needs Assessment and how your non-public school determined the services that were needed.	
5. Are services provided to your non-public school secular, neutral, and non-ideological?	
6. Does the LEA maintain control of funds and have title to materials, equipment, and property purchased?	
7. Does the LEA track and inventory all items purchased with federal funding?	
8. Describe the process that the LEA uses to monitor your non-public school.	

COVID RELIEF SERVICES – ESSER I & GEER I (IF APPLICABLE)	
QUESTIONS	**COMMENTS**
1. How is your non-public school being supported with COVID Relief services from the LEA?	
2. How did your non-public school determine and evaluate what equitable services were needed due to COVID-19 school closures?	

TITLE I SERVICES (IF APPLICABLE)	
QUESTIONS	COMMENTS
1. Has the LEA established multiple educationally related, objective criteria?	
2. Is there a rank order listing of eligible students with the required cut-off score and students that fall below the cut-off score?	
3. How did the committee decide what grade and subject would be served?	
4. Are eligible students with the greatest needs receiving services?	
5. Are there established multiple criteria by which students may exit the program?	

TITLE III SERVICES (IF APPLICABLE)	
QUESTIONS	COMMENTS
1. Provide a verbal timeline for how EL students are identified and assessed after marking a primary language other than English.	

SIGN-IN SHEET		
PRINTED NAME	POSITION	SIGNATURE

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Alabama State Department of Education
Title I Parent Interview Form
<Insert LEA >

System: _____   **Date/Time:** _____

Location: _____

PARENT INTERVIEW QUESTIONS	
QUESTIONS	**COMMENTS**
1. Did your school hold a meeting at the beginning of the year for all Title I parents? What kinds of things were discussed at the meeting?	
2. What does it mean to be a Title I school?	
3. Describe how your district and/or school communicates with you. Can you understand the information you receive?	
4. Are you familiar with the 1% Set-Aside for parent involvement? • Did you have the opportunity to be involved in how this money is allocated and spent? • What are some ways that your school is using its parent involvement funds? • What about your school system (LEA Initiatives)?	
5. Were any of you involved in the development of your school system's Parent and Family Engagement Policy? Did you receive a copy of the policy?	
6. Were any of you involved in the annual evaluation of your school system's Parent and Family Engagement Policy (Surveys)?	
7. ACIP Questions: • Are you familiar with the term ACIP? • Did you have the opportunity to be involved or give input on your school's ACIP? • Did the school communicate the procedure used by the school to submit comments/concerns to the LEA if the ACIP is not satisfactory to parents?	
8. Are you familiar with the School-Parent Compact?	

PARENT INTERVIEW QUESTIONS (CONT.)	
QUESTIONS	**COMMENTS**
9. Were you notified that you have the right to request the qualifications of your child's teachers? When did you receive this notice?	
10. Does the school provide the following to parents: • Timely information about programs under Title I • Description and explanation of the curriculum used • Academic assessments used • Opportunities to formulate suggestions and participate as appropriate, in the decisions related to the education of their children	
11. How were you informed about your child's progress on the annual state assessments?	
12. Have you received a letter stating that your child is being taught by a teacher who has not met state certification requirements?	

SIGN-IN SHEET		
PRINTED NAME	**POSITION**	**SIGNATURE**

Alabama State Department of Education
Title I, Part D Program/Site Interview Form

<Insert Location >

System: _____   **Date/Time:** _____

School: _____   **Administrator:** _____

TITLE I, PART D INTERVIEW QUESTIONS	
QUESTIONS	**COMMENTS**
1. What is the purpose of your program, and how do you use Title I, Part D funds to support your program?	
2. How does the LEA ensure that students in your program receive instruction that is aligned with state standards and accountability?	
3. How does your program prepare students for statewide testing?	
4. How does your program monitor special education related services, interventions, and supports?	
5. How do you monitor transition services to ensure transitions occur effectively?	
6. How does the LEA support your program as it relates to transitional services? This includes educational, social, health, and other services.	
7. How do you ensure youth are enrolled in appropriate credit-bearing courses?	
8. How do you ensure quality education services are offered to all students?	
9. Does the LEA offer opportunities for your staff to participate in professional development that assists you in meeting the academic and unique needs of the students you serve? If yes, provide examples.	
10. How does the LEA work with your program to provide support that encourages youth at risk of dropping out of school to remain in school or youth who have dropped out of school to reenter school and attain a regular high school diploma or its recognized equivalent, and/or acquire the skills necessary to gain employment?	

TITLE I, PART D INTERVIEW QUESTIONS (CONT.)	
QUESTIONS	**COMMENTS**
11. As appropriate, how are parents involved in efforts to improve the educational achievement of children and youth participating in your program?	

SIGN-IN SHEET		
PRINTED NAME	**POSITION**	**SIGNATURE**

Alabama State Department of Education
Central Office Interview Form

<Insert LEA>

System: _____   **Date/Time:** _____

School: _____   **Superintendent:** _____

DISTRICT-LEVEL SUPPORT	
QUESTIONS	**COMMENTS**
1. What supports do you provide to the local schools within your LEA (support and oversight)?	
2. What types of support does your LEA provide to local schools regarding special subgroups? (e.g. English Learners (EL), Special Education, Homeless, Migrant, etc.)	
3. What types of training do you provide to local schools regarding enrollment of EL students? (e.g. entering appropriate codes in PowerSchool, assigned student numbers, etc.)	
4. How did the LEA determine what supports each local school received with COVID Relief funding?	

EVALUATION OF FEDERAL FUNDS	
QUESTIONS	**COMMENTS**
1. How does the LEA use data to continually evaluate all federally funded programs?	
2. What support does the LEA provide for vulnerable populations and students who were disproportionately affected by COVID-19?	
3. Provide some examples of improvements in student achievement and safety within the past year within your LEA.	
4. Provide some examples of evidence-based practices that take place within the LEA to support student achievement.	
5. How does the LEA support teachers and paraprofessionals at the local school?	
6. How did the LEA evaluate student achievement during the COVID-19 school closures?	
7. What training and/or assistance does the LEA offer to parents?	

EVALUATION OF FEDERAL FUNDS (CONT.)	
QUESTIONS	**COMMENTS**
8. Describe how the LEA communicates with parents in a language and format they can understand.	

POLICY AND PROCEDURES REVIEW	
QUESTIONS	**COMMENTS**
1. Provide a brief explanation of the time distribution policy/procedure within your LEA.	
2. Provide a brief explanation of the inventory management and disposition policy/procedure within your LEA.	
3. Does the LEA charge parents or students for items and/or services provided from federal funding?	

COVID RELIEF FUNDING PUBLIC INPUT AND ACCESS	
QUESTIONS	**COMMENTS**
1. How does the LEA make available all COVID Relief applications and the Return to In-Person Instruction Plan to all stakeholders?	
2. How does the LEA request continuous feedback on the development of all COVID Relief applications and the Return to In-Person Instruction Plan?	

EQUITABLE SERVICES TO NON-PUBLIC SCHOOLS (IF APPLICABLE)	
QUESTIONS	**COMMENTS**
1. How does the LEA reach out to each eligible non-public school?	
2. Describe the initial consultation process for eligible non-public schools who request to participate in federally funded programs.	
3. How does the LEA provide continuous timely and meaningful consultation and monitoring with all participating non-public schools?	
4. Describe the services that are being provided to participating non-public schools.	
5. How does the LEA ensure that all services provided are secular, neutral, and non-ideological?	

EQUITABLE SERVICES TO NON-PUBLIC SCHOOLS (IF APPLICABLE) (CONT.)	
QUESTIONS	**COMMENTS**
6. How does the LEA maintain control of funds and have title to materials, equipment, and property purchased for participating non-public schools?	
7. How does the LEA track and inventory all items purchased for participating non-public schools with federal funds? Are all items removable from each non-public school?	

CSI, TSI, AND ATSI SUPPORT (IF APPLICABLE)	
QUESTIONS	**COMMENTS**
1. What types of intervention(s) are your CSI, TSI, and ATSI schools implementing?	
2. What supports do you provide to your CSI, TSI, and ATSI schools?	
3. How does the LEA monitor the implementation of the ACIP at all CSI, TSI, and ATSI schools?	

SIGN-IN SHEET		
PRINTED NAME	**POSITION**	**SIGNATURE**