

# Federal Programs Monitoring Guide 2021-2022

*Including Title I, Title II, Title III, Title IV, English Learners, Foster Care, and Homeless Programs*

*A Guide for Districts and Schools to  
Prepare for Federal Programs Monitoring*

*Kirsten Baesler, State Superintendent  
Department of Public Instruction  
600 East Boulevard Avenue, Dept. 201  
Bismarck, ND 58505-0440  
[www.nd.gov/dpi](http://www.nd.gov/dpi)*

The Department of Public Instruction does not discriminate on the basis of race, color, religion, sex, national origin, disability, age, sex (wages), or genetics in its programs and activities. For inquiries regarding nondiscrimination policies, contact Lucy Fredericks, Director, Department of Public Instruction, 600 East Boulevard Avenue, Dept. 201, Bismarck, ND 58505-0440, phone: (701) 328-1718.

### Table of Contents

Monitoring Purpose and Overview.....	3
Program Contact Information.....	4
Federal Programs Monitoring Guide .....	4
Monitoring Process.....	4
Personalized Technical Assistance.....	5
Final Review and Action Steps .....	5

### Monitoring Purpose and Overview

Federal regulations require state monitoring of school districts accepting federal funds. The North Dakota Department of Public Instruction (NDDPI) monitors work in partnership with districts and schools to provide information and technical assistance that ensures compliance with program requirements and helps districts and schools reach their performance goals.

Within the NDDPI, program staff in the Division of Student Support & Innovation are responsible for adopting and using proper methods for administering all federal Title programs, including Title I Part A, Title II Part A, Title IV Part A, English Learners, Foster Care, and Homeless programs.

The federal Title programs monitoring process includes requirements under Section 427 of the U.S. Department of Education's (USED) General Education Provisions Act (GEPA) which requires grantees of federal funds to ensure equitable access to, and participation in, the federally-assisted program for students, teachers, and other program beneficiaries with special needs. Under ESSA §1112, districts receiving federal Title funds must develop a plan to ensure equitable access for all children to receive a high-quality education and close the achievement gap between children meeting the challenging State academic standards and those who are not meeting such standards. The district must consult with stakeholders, examine data, and coordinate with other services to plan and improve federally-funded activities.

The federal Title programs monitoring process includes requirements under the Every Student Succeeds Act (ESSA) for ALL districts for the following programs: English Learners, Homeless, and Foster Care. These program summaries are provided below:

- *Education for Homeless Children and Youth Program*: The homeless program monitoring encompasses new requirements under ESSA for all districts to ensure outreach and awareness of the educational rights of homeless children and youth outlined in the McKinney-Vento Assistance Act. This provision emphasizes the importance of providing evidence to demonstrate compliance in the areas of designation of a homeless liaison; notice of educational rights of homeless students; district process for dispute resolution; educational stability; coordination of services; comparable Title I services of homeless students; and district policies and procedures for homeless student identification, immediate enrollment, school attendance, and best interest determination.
- *Educational Stability for Children in Foster Care*: Requirements under ESSA highlight the need to provide educational stability for children in foster care, emphasizing collaboration between states, districts, and child welfare agencies. These provisions emphasize the importance of providing evidence to demonstrate compliance in the areas of point of contact, best interest determination, immediate enrollment, transportation, and collaboration.
- *English Learners*: The monitoring process for English Learners (EL) in North Dakota incorporates indicators to ensure equity for ELs in accessing the curriculum and meet the same challenging academic standards all children are expected to meet. The indicators have been created according to state law and federal law under the Office of Civil Rights, Department of Justice, and the U.S. Department of Education (USED). There are items required for ALL districts, regardless of whether the district currently has ELs enrolled. There are additional requirements if the school accepts Title III funds.

## Monitoring Purpose and Overview

---

The monitoring process includes an extensive review and approval process of the district's consolidated application, along with a combination of site and self-monitoring reviews. The *Federal Programs Monitoring Guide* serves as a site guide for the program monitor and a self-monitoring guide for the local public school district and its schools. The monitoring process includes an audit of programming and implementation, including fiscal components, of the requirements outlined in federal law.

### Program Contact Information

For monitoring information related to federal programs, contact the specific program administrator for each program listed below:

Program	Administrator	Phone	Email
Title I Part A	Stefanie Two Crow	(701) 328-2287	<a href="mailto:stwocrow@nd.gov">stwocrow@nd.gov</a>
Title II Part A	Ann Ellefson	(701) 328-2488	<a href="mailto:aellefson@nd.gov">aellefson@nd.gov</a>
Title III Part A/English Learners	Lodee Arnold	(701) 328-1876	<a href="mailto:laarnold@nd.gov">laarnold@nd.gov</a>
Title IV Part A	Robin Lang	(701) 328-2265	<a href="mailto:roclang@nd.gov">roclang@nd.gov</a>
Homeless Youth	Jen Withers	(701) 328-4612	<a href="mailto:jwithers@nd.gov">jwithers@nd.gov</a>
Foster Care	Michelle Koepplin	(701) 328-3544	<a href="mailto:mlkoepplin@nd.gov">mlkoepplin@nd.gov</a>
Monitoring Coordinator	Lauri Nord	(701) 328-2282	<a href="mailto:lnord@nd.gov">lnord@nd.gov</a>

### Federal Programs Monitoring Guide

The district must complete the [2021-2022 Federal Programs Monitoring Guide](#) for each federal program applicable and provide supporting documentation to evidence compliance. Districts and schools are encouraged to use the guide as an ongoing reference and self-assessment tool to ensure compliance in implementing services, whether or not the district is scheduled for monitoring by the NDDPI. The monitors use the guide to conduct monitoring and provide technical assistance as necessary.

Please review the updated [sample monitoring documents](#) available to assist schools and districts as they complete the Federal Title Programs monitoring process. These documents walk through each requirement outlining details on the requirement itself, the documentation necessary, special alerts to take into consideration, and additional resources available.

### Monitoring Process

On an annual basis, the NDDPI monitors districts using the site visit and self-monitoring process, with districts being monitored on a five-year cycle. Districts receive notification if they will be participating in the monitoring process during the current school year, the type of monitoring to occur, and specific instructions to follow for the monitoring process.

School and district staff will be required to complete the *Federal Program Monitoring Guide* and supporting documentation to illustrate evidence of the federal Title Program(s) implementation according to ESSA requirements. **All monitoring submissions must be uploaded to the Federal Title Monitoring report in [STARS](#). The window to submit documentation is November 17, 2021- January 14, 2022.** Please clearly label each submission (e.g., D01, TA02, SW03, etc.) and upload documentation to the designated folder in the Federal Title Monitoring report. The report window closes on January 14, 2022, and districts that fail to submit on time can expect an NDDPI site visit by program staff to complete the monitoring process.

### **Personalized Technical Assistance**

The NDDPI has scheduled personalized technical assistance for each district to discuss programs, best practices, and district compliance. Based upon the results of the initial review, this could be a virtual call or an in-person site visit.

### **Final Review and Action Steps**

Upon conclusion of the monitoring process, the district will receive a final letter and completed *Federal Program Monitoring Submission Check Sheets* indicating whether the district was in full compliance or had areas for which it must improve.

The *Federal Program Monitoring Submission Check Sheets* outline the review and results of each federal program monitoring, including whether a requirement was "Met," "Not Met," or if there is "Action Required." For any areas where action is necessary, a summary of the requirement with action steps is provided. The NDDPI monitor completes the check sheet to document the review process and actions for compliance. If a district is not fully compliant, the letter will include specific action steps and a timeline for completion. If the district is fully compliant, the letter states the monitoring is complete with no action steps required.



**2021-2022**  
**District Administration Report**  
**D01–D06**

## 2021-2022 District Administration Report

***Instructions: Please complete this report, sign and date, and upload along with supporting documentation to STARS Federal Title Monitoring – District Administration Report folder.***

**School District:**

**Schoolwide/Targeted School(s) Monitored:**

<b>Program</b>	<b>Name of Authorized Representative, Coordinator, Contact Person, or Liaison</b>	<b>Phone</b>	<b>Email</b>
TITLE I Authorized Representative			
TITLE I Coordinator/Contact Person			
TITLE II Authorized Representative			
TITLE II Coordinator or Contact Person			
TITLE III EL Coordinator or Authorized Representative			
TITLE IV Authorized Representative			
English Learners Program Liaison			
Foster Care Program Liaison			
Homeless Program Liaison			

# 2021-2022 District Administration Report

## D01-D02 General

- Submit a copy of the school board meeting minutes authorizing a representative for our Title I, Title II, Title III, Title IV, Transfer programs, and cooperative agreements (as applicable). **Label as Submission D01.**
- Submit a copy of the school board meeting minutes approving the consolidated application of Title I, Title II, Title III, Title IV, Transfer, and cooperative agreement arrangements (as applicable). **Label as Submission D02.**

## D03 Inventory

- Submit a copy of each federal Title program's inventory including the federal Title program purchases of \$750 or more, as well as ALL COMPUTERS (computers, monitors, iPads), TECHNOLOGY RELATED PURCHASES (cameras, iPods, SMART boards), and FURNITURE (filing cabinets, bookshelves), regardless of purchase price, to prevent loss or misplacement. This list must include ALL six required components:
  1. Description
  2. Cost
  3. Serial number
  4. Date of purchase
  5. Location of item
  6. Disposition data
  7. Funding source**Label as Submission D03.**
- I can assure items purchased with federal Title funds are correctly labeled.

## D04 District Parent Notification – School Accountability

- Submit a copy of the notification that (1) informs parents and community members they have an opportunity to review the school accountability reports on [Insights](#); and (2) includes the Insights link on the district's website.  
Date distributed: \_\_\_\_\_. Method of distribution: \_\_\_\_\_. **Label as Submission D04.**

## D05 Dispute Resolution

- Submit a copy of the district's dispute resolution policy and the written procedures in place for receiving and resolving disputes pertaining to any of the federal Title programs including homeless, foster care, Title I, EL, and private school. **Label as Submission D05.**
- I can assure the policy was distributed to all parents.  
Date of distribution: \_\_\_\_\_. Method of distribution: \_\_\_\_\_.

## D06 Consultation with Stakeholders

- Submit dated records from meetings or events the district and its participating schools held to consult with stakeholders to develop, review, and revise plans for use of federal funds. **Label as Submission D06.**



# **2021-2022 Fiscal (UGG) Report D07–D10**

*Completion of this report is by the district authorized representative. It is the responsibility of this person to review and approve the materials compiled for the federal Title monitoring.*

## 2021-2022 Fiscal (UGG) Report

---

**Instructions: Please complete this report, sign and date, and upload along with supporting documentation to STARS Federal Title Monitoring – Fiscal folder.**

### District Name:

I can assure the Fiscal Requirements for Federal Programs manual has been read.

### D07 Purchase/Contract/Procurement

Submit a copy of district purchase/contract/procurement policies. **Label as Submission D07.**

Purchase orders and invoices must meet requirements 1-4 listed below:

1. Properly coded to the federal Title program
2. Appropriate federal Title program expenditures
3. Incurred during the appropriate fiscal year
4. Current and available for review

### D08 Records Retention

Submit district records retention policy and documentation it has been followed and signed off annually. **Label as Submission D08.**

### D09 Time & Effort/Fixed Schedules

Submit a copy of fixed schedules and/or time logs for all personnel paid with federal funds. All federally funded personnel (coordinators, instructional coaches, class size reduction, etc.) have their time and daily duties documented (in print) either through a fixed schedule or time and effort log. If paid from more than one source, they have a time documentation log detailing the dates of service, hours worked, and activities performed during each school day. **Label as Submission D09.**

### D10 Time & Effort Assurances – Signed

Submit a copy of signed assurances for all personnel paid with federal funds documenting their time spent in each federal program. Note: Signing and dating of assurances must be after the time has elapsed. **Label as Submission D10.**



**2021-2022**  
**Title I District Administration**  
**Report**  
**D11–D17**

## Title I Requirements

**Instructions: Please complete this report, sign and date, and upload with supporting documentation to STARS Federal Title Monitoring – Title I Admin Report folder.**

### Schoolwide Co-mingling Funds, if applicable

- Not applicable.
- Through co-mingling our federal funds, I can assure we are meeting the intent and purpose of each Title program as documented in Cognia.

### D11-D12 Districtwide Activities, Services, and Evidence-Based Practices, if applicable

- Not applicable.
- Submit the completed *Supplemental Questionnaire on Additional Districtwide Services Paid with Title I Funds* if Title I funds are being used to pay for additional districtwide services. **Label as Submission D11.**
- Submit documentation that Title I funds are used to support evidence-based research strategies in teaching practices. For those programs not meeting the ESSA levels of evidence, the district has documented processes and systems to carefully consider students' and educators' needs. **Label as Submission D12.**

### D13 Parent and Family Engagement Policy

- Submit a copy (or copies) of your district and/or school parent and family engagement policy (or policies) aligned to the requirements outlined in ESSA. **Label as Submission D13.**
- Indicate the category (or categories) of the policy (or policies) submitted:
  - District Policy
  - School Policy
  - District/School Policy
- I can assure the district parent and family engagement policy was distributed to all parents.  
Date of distribution:\_\_\_\_\_. Method of distribution:\_\_\_\_\_.

### D14 Parent and Family Engagement Set-aside (Districts with allocations over \$500,000)

- Not applicable.
- Submit a copy of the business manager's report demonstrating the parent and family engagement set-aside is expended/tracked accordingly.
- Submit documentation of parent and family engagement funds are being used to carry out activities and strategies consistent with the district's consolidated application and parent and family engagement policy.
- Submit documentation to evidence that parents and families are involved in the decisions about use of the funds for parent and family engagement.  
**Label as Submission D14.**

### D15 Neglected & Delinquent (N&D), if applicable

- Not applicable.
- Submit documentation of the services the district provides to all N&D children of N&D facilities within the district. **Label as Submission D15.**

### D16 Cooperative Agreement for Title I, if applicable

- Not applicable.
- Submit a copy of the school board meeting minutes authorizing the cooperative agreement between the \_\_\_\_\_ Public School District and the \_\_\_\_\_ Public School District. **Label as Submission D16.**

### D17 LEA coordination with Head Start and other Early Childhood Programs

- Submit the procedure for receiving records of preschool children
- Submit documentation that communication channels have been established between the school staff and local Head Start and/or other Early Childhood programs, including documents to illustrate the local partnerships and collaboration, and link the educational services provided by the LEA with those provided by Head Start agencies.
- Submit documentation such as agenda, minutes, handouts, etc., of meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers to discuss children's developmental and other needs.
- Submit documentation of organization and participation in joint transition-related training of school, Head Start, and, where appropriate, other early childhood education program staff.

**Label as Submission D17.**

### Preschool Enrollment and Documentation *(if using Title I funds for preschool)*

- Because we are using Title I funds for our preschool program, I assure that we have included the number and percentage of students enrolled in our preschool program in STARS.

---

Title I Authorized Representative Signature

Date

## 2021-2022 Title I District Administrative Report

### Supplemental Questionnaire on Additional Districtwide Services Paid with Title I Funds

*(If applicable, Label Submission D11)*

It is the policy of the Office of Educational Equity & Support when monitoring to include questions on all aspects of Title I programming. This supplemental questionnaire is for those districts utilizing Title I funding to implement Title I services at the district level in addition to the regular Title I program. These services may include, but are not limited to, those listed below. If you are implementing one or more of these types of programs, please answer all questions listed below and submit with the district's monitoring guide.

Please include one for the implementation of each additional program.

School District:

School:

Program Implemented:

- Title I Reading First Look-A-Like Program
- Title I Before or After School Program
- Title I Summer School Program
- Title I Saturday School Program
- Other

Total Number of Students in District:

Number of Students Served by Additional Title I Services:

Please provide a detailed description of the additional services offered with Title I funds (i.e., what does a typical day look like).

#### **Targeted Assistance Program Only:**

How often are students served by this program? (daily, three times per week, etc.)

How long do students receive services from this program? (20 minutes, 30 minutes, 1 hour, etc.)

Please describe your student selection process for these services and include information on the criteria used:



**2021-2022  
Private School  
Equitable Services Report  
D18–D20**

## 2021-2022 Private School Equitable Services Report

### Private School Equitable Services

**Instructions: Please complete this report, sign and date, and upload with supporting documentation to STARS Federal Title Monitoring – Private School folder.**

- Not applicable.
- I can assure the school district fiscal agent handles all the finances regarding the private school equitable services. Prior to making any decision that affects the opportunities of eligible private school children, teachers, and families to be served, the district provides meaningful consultation to private schools by discussing all necessary information, including that which is outlined in ESSA Section 1117(b)(1), to help the private school determine if they will participate and share with them the goal of reaching an agreement about the equitable services, if any, that will be provided. Title I-A, Section 1117(b); Title VIII, Section 8501(a)

#### D18-D19 Private School Equitable Services – Consultation

- Submit the agenda, copies of meeting minutes, correspondence, etc., to document consultation with private school officials regarding the planning, design, implementation, and participation in the Title I, II and/or IV programs at the private school. **Label as Submission D18.**

Out of District Agreement:

- Not Applicable; we are not serving any students residing outside the district.
- Submit documentation that the district communicates with neighboring districts to ensure private school students residing outside the district receive services.
- Submit copies of written agreements between the two districts regarding the services provided to students residing outside the district.

**Label as Submission D19.**

#### D20 Private School Equitable Services – Equitable and Timely Services

- Submit documentation of district expenditures and equitable, timely services to private school students, where services to the private school students began at the same time as the public school students. **Label as Submission D20.**

---

Title I Authorized Representative Signature

Date



**2021-2022**  
**Title II District Administration**  
**Report**  
**D21 – D24**

## 2021-2022 Title II District Administration Report

*Instructions: Please complete this report, sign and date, and upload with supporting documentation to STARS Federal Title Monitoring – Title II folder.*

### Title II Part A – Supporting Effective Instruction

Not applicable, as the district transferred all Title II funds to another eligible program.

#### D21 Recruit and Retain Effective School Personnel

- Not applicable. (District did not use Title II funds to pay for recruitment and retention strategies.)
- Submit documentation evidencing implementation of the strategies for recruitment and retention of effective school personnel. **Label as Submission D21.**

#### D22 Professional Development

- Not applicable. (District did not use funds to pay for professional development.)
- Submit documentation of high-quality professional development activities paid with Title II or Title II Transfer funds that are:
  - Evidence-based
  - Expected to have a positive impact on student achievement
  - Expected to help eliminate the achievement gap between sub-groups**Label as Submission D22.**

#### D23-D24 Class Size Reduction

- Not applicable. (District did not use funds to pay for class size reduction.)
- Submit the completed CSR Worksheet to document the district's student enrollment data that justify using these funds to supplement rather than supplant local funding. **Label as Submission D23.**
- Submit documentation to ensure the decision to use Title II funds for class size reduction is reviewed annually. **Label as Submission D24.**

---

Title II Authorized Representative Signature

Date



# **2021-2022**

# **English Learners Program Report**

# **EL01–EL09 and EL10–EL23**

*Completion of this report is by the district English Learner Program Coordinator, Principal or Superintendent. Once completed, this section and supporting documentation should be returned to the district authorized representative or designee. It is the responsibility of this person to review and approve the materials compiled for the federal Title monitoring.*

## 2021-2022 English Learners (EL) Program Report

**Instructions: Please complete this report, sign and date, and upload with supporting documentation to STARS Federal Title Monitoring – EL/Title III folder.**

**This report is to be completed by an EL coordinator, principal and/or superintendent.**

**District Name:**

### **All Districts must complete EL01-EL09**

#### EL01-EL03 Leadership & Policy

- Review the district's EL Program section of the MIS01 Fall Report in the STARS for evidence of the requirements below. If the information contained in the EL program section meets the requirements below, submit a copy of the report, **Label as Submission EL01-03.**

If the indicators in the Fall Report do not meet the requirements as indicated below, submit a narrative of the new information and an assurance sentence indicating the new information will be added/corrected in the subsequent year's MIS01 Fall Report. Label as indicated below.

Indicator requirements:

- The district has assigned a Certified EL Program Director who has the authority to allocate resources to the program, oversees the implementation, and is aware of their role and responsibilities. **Label as Submission EL01.**
- The district has identified an EL Certified Coordinator/Test Administrator who holds an EL endorsement and is aware of and in agreement with the responsibilities associated with implementing the EL identification plan, including screening potential EL students in the district. **Label as Submission EL02.**
- Submit a copy of the district's EL policy approved by the school board. **Label as Submission EL03-a.**
- Submit a copy of the approved minutes from the school board meeting in which the EL policy was approved (second reading, if applicable). **Label as Submission EL03-b.**

#### EL04-EL07 EL Identification

- Review the district's EL Identification Plan in the EL Program section of the MIS01 Fall Report in the STARS for evidence the Identification Plan meets the requirements and aligns with the statewide EL identification criteria and procedures.
  - If the information contained in the EL Identification Plan meets the requirements as indicated, submit a copy (or refer to the copy above) of the district's EL Program section of the MIS01 Fall Report. **Label as Submission EL04.**
  - If the EL Identification Plan in the Fall Report does not meet the requirements as indicated, submit a narrative of the new information and an assurance sentence indicating the new information will be added/corrected in the subsequent year's MIS01 Fall Report. **Label as Submission EL04.**
- Submit copies of at least **FIVE (5)** [Home Language Surveys](#) completed and signed by a parent/guardian. **Label as Submission EL05.**
- Submit evidence of the ELP screener used to identify potential English learners as applicable. If all HLSs received by the district indicate no language other than English, create a narrative assuring this and indicate it as N/A. **Label as Submission EL06.**
- Submit evidence that all staff who *handle* the ELP assessments (WIDA Screeners, ACCESS, and ALT ACCESS) are certified and test administrators are qualified, as required including:
  - a. A copy of each staff's current WIDA certificate for each assessment or a certification report from the [WIDA Secure Portal](#). **Label as Submission EL07-a.**

## 2021-2022 English Learners (EL) Program Report

---

b. A copy of the licensing of **ALL** ELP assessment test administrators. **Label as Submission EL07-b.**

- Submit copies of at least five (5) dated and completed parent notification letters or emails for the current school year. **Label as Submission EL08.**
  - If no Home Language Surveys received by the district indicate a language other than English and the district has no returning ELs, make that narrative assurance and indicate as N/A. **Label as Submission EL08.**

### EL09 Students' Rights to Attend School

- Submit a copy of the district's current enrollment/registration form(s), instructions, and/or policies to evidence identification information collected and required is not a condition of enrollment. **Label as Submission EL09.**
- 

### Districts with currently enrolled English Learners must also complete EL10-EL22.

- The district has not had ELs identified or enrolled during the school year of this review. Therefore, indicators EL10-EL22 are not applicable, and this is the end of the report.

### EL10-EL11 Student Placement

- Submit a copy of the STARS enrollment report filtered for EL students. **Label as Submission EL10-a.**
- Submit a copy of the district's STARS enrollment validation report showing no EL related errors. **Label as Submission EL10-b.**
- Submit a copy of at least **FIVE (5)** completed and current individualized language plans (ILPs), including all required components and appropriate signatures. **Label as Submission EL11.**

### EL12-EL21 Language Instruction Educational Program (LIEP)

- Submit a copy of the district local EL program plan (LAU Plan) or handbook describing the core Language Instruction Educational Program (LIEP) including all required components. **Label as Submission EL12.**
- Submit evidence of Professional Development completed for all staff involved in the education of ELs. This includes leaders, classroom/content teachers, EL teachers, specialists, etc. **Label as Submission EL13.**
- Submit a copy of a minimum of FIVE (5) student EL enrollment records from STARS showing the program model selected for the student **Label as Submission EL14-a.**
- Submit documentation to evidence the program models in 14-a are occurring, effective, and incorporate high-quality research/evidence-based strategies. **Label as Submission EL14-b.**
- Submit evidence of the core ELD curriculum used by the district/school. **Label as Submission EL14-c.**
- Submit evidence the current ELD standards are embedded in EL and content instruction. **Label as Submission EL14-d.**
- Submit evidence of all EL teachers' North Dakota license/certification, including the EL endorsement, to ensure eligible students are provided EL services by a highly effective EL teacher. **Label as Submission EL15.**
- Submit a detailed EL ledger to evidence adequate resources allocated to implement the LIEP effectively (e.g., EL staff, PD, EL materials, and supplies). **Label as Submission EL16.**
- Submit a copy or screenshot of the most recent ACCESS for ELLs administration report from WIDA AMS listing student tests completed **Label as Submission EL17-a.**
- Submit a copy of the STARS enrollment report of the EL students enrolled in the district during the testing window. **Label as Submission EL17-b.**
- Compare submission 17-a and 17-b and if applicable, submit a copy of the Non-Participation Report from the STARS documenting the reasons students did not participate in the ELP assessment. **Label as Submission EL17-c.**

## 2021-2022 English Learners (EL) Program Report

---

- Submit copies of the exited ELs' monitoring records to evidence the monitoring of the academic progress of former ELs for two years. **Label as Submission EL18.**
- Submit a copy of a school map highlighting the EL program room or instructional space and labeling other comparable service providers like Title I, Special Education, LOS, etc. **Label as Submission EL19.**
- Submit copies of EL students' class schedules and rosters of EL participants in extra and co-curricular activities to show ELs have access to ALL courses and activities. **Label as Submission EL20.**
- If the district has English learners on an IEP, submit evidence of specific special education services provided in addition to the LIEP. **Label as Submission EL21.**
- Submit evidence of information provided to parents in a language and format they understand. This includes registration materials-HLS, parent notes/reminders, website, etc. **Label as Submission EL22.**
- Submit a copy of the minutes from a program evaluation meeting, a program evaluation inventory signed by the language support team, and/or a program evaluation report signed by the language support team for school/district's leadership or school board. **Label as Submission EL23.**

---

Signature of EL Coordinator

Date

---

Signature of EL Director or Title III Authorized Representative

Date



# **2021-2022**

# **Foster Care Program Report**

# **FC01–FC05**

*Completion of this report is by the district Foster Care Liaison. Once completed, the Foster Care Liaison should return this section and supporting documentation to the district authorized representative or designee. It is the responsibility of this person to review and approve the materials compiled for the federal Title monitoring.*

## 2021-2022 Foster Care Program Report

---

**Instructions: Please complete this report, sign and date, and upload with supporting documentation to STARS Federal Title Monitoring – Foster Care folder. All districts must complete this section.**

### District Name:

#### FC01 Liaison Capacity

- Submit a copy of the district's job description for the foster care liaison, percentage of time devoted to the role of foster care liaison, documentation of webinars/sessions attended, and staff development training provided by the district liaison. **Label as Submission FC01.**

#### FC02 Best Interest of Determination

- Submit a copy of the district's Best Interest of Determination (BID) form and the district policy ensuring stability or the Memorandum of Understanding (MOU). **Label as Submission FC02.**

#### FC03 Immediate Enrollment/School of Origin

- Submit district policy ensuring immediate enrollment in the school regardless of relevant records and documentation. **Label as Submission FC03.**

#### FC04 Transportation

- Submit a copy of either the district policy governing how transportation is provided, arranged, and funded or the Memorandum of Understanding (MOU). **Label as Submission FC04.**

#### FC05 Collaboration

- Submit documentation that the Foster Care Liaison coordinates with local social services, agencies, parents/guardians, custodial, and other school personnel providing services to foster care children. Evidence could include meeting schedules, agency and coalition contacts, coordination with other district programs, and interaction with other district liaisons, including documents illustrating the local partnerships and collaborations in which the liaison is engaged. **Label as Submission FC05.**

---

Signature of District Foster Care Liaison

Date



# **2021-2022 Homeless Education Program Report H01–H06**

*Completion of this report is by the district Homeless Liaison. Once completed, the Homeless Liaison should return this section and supporting documentation to the district authorized representative or designee. It is the responsibility of this person to review and approve the materials compiled for the federal Title monitoring.*

# 2021-2022 Homeless Program Report

**Instructions: Please complete this report, including signature and date. Once complete, upload with supporting documentation to STARS Federal Title Monitoring – Homeless Education folder. All districts must complete this section.**

## District Name:

### H01 Local Liaison and Capacity

- Submit documentation for each of the following requirements:
  - School board meeting minutes to reflect the designation of the homeless education liaison.
  - The district job description and responsibilities for the homeless education liaison.
  - The schedule of the designated homeless liaison to ensure sufficient time and capacity to implement the required mandates of McKinney-Vento.

**Label as Submission H01.**

### H02 Enrollment

- Submit a copy of the residency questionnaire given to all students at registration or when a new student is enrolled into the school district.
- Narrative of the district enrollment process.

**Label as Submission H02.**

### H03 Policies & Procedures

- Submit a copy of the district's current dispute resolution policy and process specific to students experiencing homelessness, periodically reviewed and updated as necessary to ensure there are no barriers.
- Submit a copy of the district's current homeless education policy.

**Label as Submission H03.**

### H04 Public Notice of Rights

- Submit photos and/or lists of locations where the required notice of rights for students experiencing homelessness are displayed (e.g., in all school buildings within the district and various community locales).

**Label as Submission H04.**

### H05 Coordination of Services

- Submit documentation for each of the following requirements:
  - The list of agencies that provide community supports/services (updated yearly by the homeless education liaison).
  - The district's detailed ledger to show Title I set-aside funds are being utilized to ensure that students experiencing homelessness have access to and receive the necessary Title I supports/services.
  - A narrative of the process in place to ensure coordination within the school district to identify appropriate supports and services for youth experiencing homelessness.

**Label as Submission H05.**

### H06 Professional Development

- Submit documentation for professional development the homeless education liaison has attended.
- Submit documentation the homeless education liaison has provided required professional development to district personnel.

**Label as Submission H06.**



# **2021-2022 Title I Private School Program Report P01–P13**

*Completion of this report is by private school administration and district federal Title program staff. Once completed, this section and supporting documentation should be returned to the district authorized representative or designee. It is the responsibility of this person to review and approve the materials compiled for the federal Title programs monitoring.*

## 2021-2022 Title I Private School Program Report

---

**Instructions: Please complete this report, sign and date, and upload along with supporting documentation to STARS Federal Title Monitoring – Title I Private School folder.**

**This report is to be completed by Title I staff for each private school building and grade span served by the district's Title I private school funds.**

**District Name:**

**Private School Name:**

**Grade Levels:**

**Subject(s):**

### P01 Identification of Eligible Students

- Submit attendance area documentation reports that assure all participating private school children are residents of an eligible school attendance area of the LEA for Title I. **Label as Submission P01.**

### P02-P03 Student Selection

#### **Student Selection Criteria**

- Submit a summary of your school's student selection process, outlining the selection of students for Title I services and the services provided. This summary should include a list of the objective, educationally related, and uniformly applied student selection criteria used for each grade level served in reading, and each grade level served in math.
- Submit a copy of the teacher referral for each grade level if teacher referral is a selection criterion for students in grade three and above (and the referral is based on objective information).
- Submit the completed *Extended Day Services Paid with Title I Funds* if extended day services are provided with Title I funds. **Label as Submission P02.**

#### **Student Selection Worksheet**

- Submit blank student selection worksheets for each grade level served in reading and each grade level served in math, ranking students in priority order according to the greatest need for services. **Label as Submission P03.**

### P04-P05 Notification of Eligible Students

- Submit documentation that after determining which students are eligible for Title I, parents and/or family members are informed their children are eligible and will receive services unless they decline services. **Label as Submission P04.**
- Submit documentation that signatures are obtained from a parent or family member whenever a student is eligible for Title I services but declines to receive them. **Label as Submission P05.**

### P06 Document Communication

- Submit documentation demonstrating communication with classroom teachers, so the teaching in Title I coordinates with and supports the regular education programs. **Label as Submission P06.**

# 2021-2022 Title I Private School Program Report

---

## P07-P09 Parent and Family Engagement

### **Annual Parent Meeting (Held in the Fall)**

- Submit a copy of the meeting agenda, minutes, handouts, etc., to evidence the meeting occurred and explains the Title I program and how parents can become involved in the Title I program. **Label as Submission P07.**

### **Opportunities for Training Parents and Family Members**

- Submit documentation of all opportunities to train parents and family members during this school year about methods they can use at home to complement their child's instruction. **Label as Submission P08.**

### **Annual Assessment of Parent and Family Engagement**

- Submit documentation that at the end of each school year, parents and family members have the opportunity to assess the Title I parent and family engagement components (including the compact). **Label as Submission P09.**

## P10 Reviewing Student Progress

- Submit copies of Title I Progress Reports for each grade level and subject area served. Progress reports must document that more than one assessment criteria measured each student's progress in each subject area (e.g., three reading assessments, two math assessments). **Label as Submission P10.**
- Dates progress reports were sent to parents and family members: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ (twice minimally).

## P11-P12 Annual Review Meeting

- Submit copies of the agenda and minutes of the Annual Review meeting. **Label as Submission P11.**
- Submit a copy of the notification used to inform parents and family members of the results of the Annual Review meeting. **Label as Submission P12.**

## P13 Evidence-Based Research

- Submit documentation that Title I personnel employ evidence-based research strategies in teaching practices and documentation as to how strategies used are evidence-based. **Label as Submission P13.**

---

Signature of Private School Administration

Date

---

Signature of District Title I Private School Coordinator/Authorized Representative

Date

---

\*Signature of Title I Teacher

\*\*Title I Subject(s)

Date

\* Each Title I teacher is to complete this document for each grade span served. If several Title I teachers teach the same grade span, K-6 reading for instance, only one monitoring document needs to be completed. Each Title I teacher should sign the monitoring document. On the other hand, if one individual teaches Title I reading to grades K-3 and a different individual teaches Title I reading to grades 4-6, then you must complete two monitoring documents. Each Title I teacher should sign the monitoring document.

\*\*Completion of one monitoring document for each subject (i.e., reading, math). Schools have the option to incorporate this information into one monitoring document, if clearly labeled, throughout the submission.

## Extended Day Services

### Paid with Title I Funds

*(If applicable, include with Submission P02)*

School District:

Private School:

Program Implemented:

- Title I Summer School Program
- Title I Preschool Program
- Title I Before or After School Program
- Title I Saturday School Program
- Title I Supplemental Contracted Services
- Other Title I Programs

Total Number of Students in School:

Number of Students Served by Additional Title I Services:

Please provide a detailed description of the additional services offered with Title I funds (i.e., what a typical day looks like).

Please describe your student selection process for these services and include information on the criteria used:

How often does this program serve students? (daily, three times per week, etc.):

How long do students receive services from this program? (20 minutes, 30 minutes, 1 hour, etc.)



# **2021-2022**

# **Title I Schoolwide Program Report**

# **SW01–SW14**

*This report is completed by schoolwide building principals, schoolwide leadership teams, and Title I schoolwide personnel for each building selected for monitoring. Once completed, the principal should return this section and supporting documentation to the district authorized representative or designee. It is the responsibility of this person to review and approve the materials compiled for the federal Title programs monitoring.*

## 2021-2022 Title I Schoolwide Program Report

---

**Instructions: Please complete this report, sign and date, and upload with supporting documentation to STARS Federal Title Monitoring – Title I Schoolwide folder.**

**This section is to be duplicated and completed for each grade span served within the schoolwide program.**

**District Name:**

**School Name:**

**Grade Levels:**

### SW01–SW02 Schoolwide Plan

- Submit documentation that assures how decisions are made regarding program activities and the use of Title I funds. Documentation may include agendas/minutes of meetings (e.g., parents, community, school improvement team, etc.) and/or sign-in sheets. Submit a copy of the consultation. **Label as Submission SW01.**
- Submit a copy of the notification of accessibility of the schoolwide plan to the LEA, parents, and the public (SEC. 1114(b)(2)(B)(iv)). **Label as Submission SW02.**

### SW03–SW04 Parent Notifications and Staff Qualifications

- Submit copies of the following items pertaining to the Parent’s Right to Know requirement:
  - A copy of the notification to parents and family members of each student attending a school receiving Title I funds that they may request information regarding the professional qualifications of the instructional staff.
  - A copy of the compiled list of the qualifications of all teachers in the building. If services are provided by paraprofessionals, the notification must include their qualifications.
  - A copy of the timely notification to parents and family members of any students taught for four continuous weeks by a teacher who does not meet state licensure requirements at the grade level/subject area in which the teacher has been assigned.

**Label as Submission SW03.**

- Submit a copy of the notification each participating school provides to the parents and family members regarding the information on the level of achievement and academic growth of their student on each state academic assessment and have provided an opportunity for individuals to review these reports on [Insights](#). **Label as Submission SW04.**

### SW05-SW08 Required Components of a Schoolwide Program

- Submit evidence, which could be a self-evaluation narrative of the results, that the school gathered data to conduct the required comprehensive needs assessment, including achievement of children related to state academic content standards and the state student academic achievement standards. **Label as Submission SW05.**
- Submit documentation that Title I personnel employ evidence-based research strategies in teaching practices and have documentation as to how strategies used are evidence-based. **Label as Submission SW06.**
- Submit documentation that teachers are using methods and instructional strategies that strengthen and address the needs of all children in the school, particularly the needs of those at risk of not meeting the challenging state academic standards. **Label as Submission SW07.**
- Submit documentation that the schoolwide program is coordinated with other federal, state, and local services and programs, including Title I related programs, violence prevention, nutrition, housing, Head Start, adult education, vocational and technical education, and job training. **Label as Submission SW08.**

## 2021-2022 Title I Schoolwide Program Report

---

### SW09–SW12 Parent and Family Engagement

#### **Annual Meeting to Inform about Title I (Held in Fall)**

- Submit a copy of the meeting agenda, minutes, handouts, etc., to evidence the meeting occurred and explain the Title I program and how parents can become involved in the Title I program. **Label as Submission SW09.**

#### **Opportunities for Training Parents and Families**

- Submit documentation of all opportunities to train parents and family members during this school year about methods they can use at home to complement the child’s instruction. **Label as Submission SW10.**

#### **School-Family Compact**

- Submit a copy of the current school-family compact, jointly developed with parents and families, aligned to the requirements outlined in the ESSA.
- Submit documentation regarding how the compact is distributed.

**Label as Submission SW11.**

#### **Annual Assessment of Parent and Family Engagement**

- Submit documentation that at the end of each school year, parents and family members have the opportunity to assess the Title I parent and family engagement components (including the compact). **Label as Submission SW12.**

### SW13–SW14 Annual Meeting to Evaluate the Title I Program

- Submit copies of the agenda and minutes of the Annual Review meeting. **Label as Submission SW13.**
- Submit a copy of the notification used to inform parents and family members of the results of the Annual Review meeting. **Label as Submission SW14.**

---

Signature of Schoolwide Leadership Team Representative

Date

---

Signature of Schoolwide Building Principal

Date

# **2021-2022**

# **Title I Targeted Assistance**

# **Program Report**

# **TA01 – TA14**

*This report is completed by principals and Title I targeted assistance personnel for each building selected for monitoring. Once completed, principals should return this section and supporting documentation to the district authorized representative or designee. It is the responsibility of this person to review and approve the materials compiled for the federal Title monitoring.*

# 2021-2022 Title I Targeted Assistance Program Report

---

**Instructions: Please complete this report, sign and date, and upload with supporting documentation to STARS Federal Title Monitoring – Title I Targeted Assistance folder.**

**This section will be completed by Title I building principals and Title I staff for each Targeted Assistance building.**

**District Name:**

**School Name:**

**Grade Levels:**

## TA01 Parent Notifications and Staff Qualifications

- Submit copies of the following three items regarding the Parent’s Right to Know requirement:
  - The notification to parents and family members of each student attending a school receiving Title I funds when they request information regarding the professional qualifications of the instructional staff.
  - The compiled list of the qualifications of all teachers and paraprofessionals in the building.
  - The timely notification to parents and family members of students taught for four continuous weeks by a teacher who does not meet state licensure requirements at the grade level/subject area in which the teacher is assigned. **Label as Submission TA01.**

## TA02-TA03 Student Selection

### **Student Selection Criteria**

- Submit a summary of your school’s student selection process, outlining the selection of students for Title I services and the services provided. This summary should include a list of the objective, educationally related, and uniformly applied student selection criteria used for each grade level served in reading, and each grade level served in math.
- Submit a copy of the teacher referral for each grade level if teacher referral is a selection criterion for students in grade three and above (and the referral is based on objective information).
- Submit the completed *Extended Day Services Paid with Title I Funds* if Extended Day services are provided with Title I funds. **Label as Submission TA02.**

### **Student Selection Worksheet**

- Submit blank student selection worksheets for each grade level served in reading and each grade level served in math, ranking students in priority order according to the greatest need for services. **Label as Submission TA03.**

## TA04-TA05 Notification of Eligible Students

- Submit documentation that after determining which students are eligible for Title I, parents and/or family members are informed their children are eligible and will receive services unless they decline services. **Label as Submission TA04.**
- Submit documentation that signatures are obtained from a parent or family member whenever a student is eligible for Title I services but declines to receive them. **Label as Submission TA05.**

## TA06 Document Communication

- Submit documentation demonstrating communication with classroom teachers, so the teaching in Title I coordinates with and supports the regular education programs. **Label as Submission TA06.**

# 2021-2022 Title I Targeted Assistance Program Report

---

## TA07-TA10 Parent and Family Engagement

### **Annual Meeting to Inform about Title I (Held in Fall)**

- Submit a copy of the meeting agenda, minutes, handouts, etc., to evidence the meeting occurred and explain the Title I program and how parents can become involved in the Title I program. **Label as Submission TA07.**

### **Opportunities for Training Parents and Family Members**

- Submit documentation of all opportunities to train parents and family members during this school year about methods they can use at home to complement their child's instruction. **Label as Submission TA08.**

### **School-Family Compact**

- Submit a copy of the current school-family compact, jointly developed with parents and families, aligned to the requirements outlined in the ESSA.
- Submit an explanation of the distribution of the compact.

**Label as Submission TA09.**

### **Annual Assessment of Parent and Family Engagement**

- Submit documentation that at the end of each school year, parents and family members have the opportunity to assess the Title I parent and family engagement components (including the compact). **Label as Submission TA10.**

## TA11 Reviewing Student Progress

- Submit copies of Title I Progress Reports for each grade level and subject area served. Progress reports must document that more than one assessment criteria measured each student's progress in each subject area (e.g., three reading assessments, two math assessments). **Label as Submission TA11.**
- Dates progress reports were distributed to parents and family members: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ (twice minimally).

## TA12-TA13 Annual Meeting to Evaluate the Title I Program

- Submit copies of the agenda and minutes of the Annual Review meeting. **Label as Submission TA12.**
- Submit a copy of the notification used to inform parents and family members of the results of the Annual Review meeting. **Label as Submission TA13.**

## TA14 Evidence-Based Research

- Submit documentation that Title I personnel employ evidence-based research strategies in teaching practices and strategies are evidence-based. **Label as Submission TA14.**

---

\*Signature of Title I Teacher

\*\*Title I Subject(s)

Date

\*Each Title I teacher is to complete this document for each grade span served. If several Title I teachers teach the same grade span, K-6 reading, for instance, only one monitoring document must be completed. Each Title I teacher should sign the monitoring document. On the other hand, if one educator teaches Title I reading to grades K-3, and another educator teaches Title I reading to grades 4-6, two monitoring documents must be completed.

\*\*Completion of one monitoring document for each subject (i.e., reading, math). Schools have the option to incorporate this information into one monitoring document, if clearly labeled, throughout the submission.

# 2021-2022 Title I Targeted Assistance Program Report

---

## Extended Day Services

### Paid with Title I Funds

*(If applicable, include with Submission TA02)*

It is the policy of the Office of Educational Equity & Support when monitoring to include questions on all aspects of the Title I program. This supplemental questionnaire is for those districts utilizing Title I funding to implement Title I services in addition to the regular Title I program. These services may include but are not limited to those listed below. If you are implementing one or more of these programs, please answer all questions listed below and submit them with the district's monitoring guide. **Please include one completed form for each additional program implemented.**

School District:

School:

Program Implemented:

- Title I Summer School Program
- Title I Preschool Program
- Title I Before or After School Program
- Title I Saturday School Program
- Title I Supplemental Contracted Services
- Other Title I Programs

Total Number of Students in District:

Number of Students Served by Additional Title I Services:

Please provide a detailed description of the additional services offered with Title I funds (i.e., what a typical day looks like).

#### **Targeted Assistance Program Only:**

How often does this program serve students? (daily, three times per week, etc.)

How long do students receive services from this program? (20 minutes, 30 minutes, 1 hour, etc.)

Please describe your student selection process for these services and include information on the criteria used:



# **2021-2022**

# **Title IV Program Report**

# **SSAE01–SSAE06**

*Completion of this report is by the district Title IV Program Student Support & Academic Enrichment authorized representative. Once completed, Title IV representative must return this section and supporting documentation to the district authorized representative or designee. It is the responsibility of this person to review and approve the materials compiled for the Federal Title monitoring.*

## 2021-2022 Title IV Program Report

**Instructions: Please complete this report, sign and date, and upload with supporting documentation to STARS Federal Title Monitoring – Title IV folder.**

### District Name:

- All Districts Must Complete SSAE01-SSAE04**
- Districts Over \$30,000 Must Also Complete SSAE05-SSAE06**
- Not applicable, as the district transferred all Title IV funds to another eligible program.**

### SSAE01 Annual Evaluation

- Submit the evaluation plan or detailed process of how the district conducted an annual evaluation of the Title IV program to plan for the upcoming school year (ESEA section 4106). **Label as Submission SSAE01.**

### SSAE02 Alignment of Funds and Program Activities

- Submit a narrative and supporting documentation addressing each of the following requirements. **Label as Submission SSAE02.**
  - How the district’s needs were determined and how the Title IV activities were aligned with district needs (ESEA section 4106(d)).
  - How funding was prioritized based on the required criteria to distribute funds to schools based on one or more of the following criteria (ESEA4106):
    - Are among those with the greatest needs
    - Have the highest numbers of students served in Title I
    - Are identified for comprehensive or targeted support and improvement
    - Are identified as a persistently dangerous school
  - How the district identified goals and outcomes aligned with Title IV activities (listed below) and how goals and outcomes are monitored for effectiveness. (ESEA section 4106(e)(1):
    - Well-rounded education for all students,
    - Safe and healthy school environments,
    - Effective use of technology.
  - How the district prioritized needs and the distribution of funds for identified evidence-based programs and/or activities following Title IV requirements assuring the supplement vs. supplant requirement. (ESEA section 4108(5)(A),(B)(aa),(F)(ii)).

### SSAE03 District Internet Safety Policy

- Submit a copy of the district’s internet safety policy with respect to all devices with internet capability that protects against access to visual depictions that are obscene and harmful to minors and is enforcing the operation of this policy. (ESEA 4121). **Label as Submission SSAE03.**

### SSAE04 Informed Consent

- Not applicable, as the district did not use Title IV funds for any mental health assessment or service.
- Submit a template(s) for prior written consent that the LEA has obtained from the parent of each child under 18 years of age before the administration and participation in any mental health assessment or service. The informed consent must include a detailed description of the mental health assessment or service, including the purpose of the assessment or service, the provider of the assessment or service, when the assessment or service will begin, and how long the assessment or service will last (ESEA section 4001). **Label this Submission SSAE04.**

## 2021-2022 Title IV Program Report

---

### Applies to Districts with Title IV Allocations of \$30,000 or more (SSAE05-SSAE06)

#### SSAE05-SSAE06 Needs Assessment and Funding Requirements

- Submit evidence of a comprehensive needs assessment. **Label as Submission SSAE05.**

The district conducted a needs assessment within the last three years (ESSA 4106(e) (2)(A)). The needs assessment was comprehensive and identified and examined areas for improvement related to:

  - a. Access to, and opportunities for, a well-rounded education (4107) for all students
  - b. School conditions for student learning in order to create a healthy and safe school environment (4018)
  - c. Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology (4019)
- Submit evidence of meeting Title IV spending requirements. **Label as Submission SSAE06**
  - a. Not less than 20 percent of funds to support one or more of the activities authorized under section 4107 pertaining to well-rounded educational opportunities;
  - b. Not less than 20 percent of funds to support one or more activities authorized under section 4108 pertaining to safe and healthy students; and
  - c. A portion of funds to support one or more activities authorized under section 4109(a) pertaining to the effective use of technology, including an assurance that it will not use more than 15 percent of the EUT funds for purchasing technology infrastructure as described in section 4109(b)(ESEA section 4106(e)(2)(C)-(E)).
- Not applicable, as the district applied and was granted a waiver for Title IV funds in the area of the spending requirement percentages.
- Not applicable, as the district applied and was granted a waiver for Title IV funds in the area of the 15% cap on technology infrastructure.

---

Signature of Title IV Authorized Representative

Date