

**Kentucky Department of Education  
Office of Continuous Improvement and Support  
Title I, Part A District Monitoring Checklist**

District	Title I, Part A Coordinator	Superintendent
Additional Information <i>(Check all that apply)</i>	Date(s) of Monitoring Visit	KDE Monitoring Staff
<input type="checkbox"/> Private Schools Served <input type="checkbox"/> Neglected Institutions Served <input type="checkbox"/> RLIS Recipient <input type="checkbox"/> McKinney-Vento		

The following checklist is used in the evaluation of a district’s Title I, Part A activities. Program compliance and/or effectiveness is determined based on responses and supporting evidence for each of the monitoring questions.

This tool directly aligns with the Title I, Part A requirements of the Every Student Succeeds Act (ESSA). Each section contains several monitoring questions that will be evaluated individually. Documentation must be uploaded for Kentucky Department of Education (KDE) review. Required and suggested documentation to be submitted is listed with each indicator. However, KDE staff may request additional pieces of evidence on an as needed basis. Further, only documentation for the current school year must be submitted unless the program monitor(s) request(s) prior year information or it is applicable to the question. **Please ensure any personally identifiable information (PII) is redacted prior to uploading evidence for KDE review.**

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

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

Best Practices, found at the end of each section on the checklist, are examples of practices or procedures that KDE staff have observed in other districts that may enhance program effectiveness. If you need clarification on a question or with understanding more about the monitoring tool, feel free to contact a [Title I, Part A consultant](#) at (502) 564-3791.

**I. Eligible Public Schools and Allocations [Sections 1112, 1113 and 1114]**

Districts selected for monitoring should upload one to two pieces of relevant documentation for each indicator. Please note, KDE consultants can access the Needs Assessment, Comprehensive District Improvement Plan (CDIP) and other comprehensive improvement planning diagnostics in the Cognia Continuous Improvement Platform. It is not necessary to upload those documents to SharePoint.

<p align="center"><b>Required Activities</b> Eligible Public Schools and Allocation</p>	<p align="center"><b>Does Not Meet</b></p>	<p align="center"><b>Meets</b></p>	<p align="center"><b>Exceeds</b></p>	<p align="center"><b>N/A</b></p>
<p>1. District-level procedures ensure that funds are allocated appropriately and effectively to serve at-risk students. [See ESSA 1112(b).]   <b>Suggested Documentation:</b> Meeting agendas and detailed minutes or other strong documentation that details the allocation and plan for the use of Title I funds.   <b>Notes:</b></p>				
<p>2. The district implements strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary including, if applicable—            (A) through coordination with institutions of higher education, employers and other local partners;            (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills; [See ESSA 1112(b)(10).]   <b>Suggested Documentation:</b> Listing of and descriptions of transition activities for applicable grade levels, email communication regarding transition activities.   <b>Notes:</b></p>				
<p>3. Discipline disparities – The district reduces the overuse of discipline practices that remove students from the classroom. [See ESSA 1112(b)(11).]   <b>Suggested Documentation:</b> Data and/or meeting agendas or other strong documentation in which discipline trends are discussed. Evidence the district is working to address identified discipline disparities as applicable.   <b>Notes:</b></p>				
<p>4. Educator Equity – The district identifies and addresses any disparities that result in low-income and</p>				

<p style="text-align: center;"><b>Required Activities</b> Eligible Public Schools and Allocation</p>	<p style="text-align: center;"><b>Does Not Meet</b></p>	<p style="text-align: center;"><b>Meets</b></p>	<p style="text-align: center;"><b>Exceeds</b></p>	<p style="text-align: center;"><b>N/A</b></p>
<p>minority students being taught at higher rates than other students by ineffective, inexperienced or out-of-field teachers. [See ESSA 1112(b)(2).]</p> <p><b>Suggested Documentation:</b> Scheduling policies and procedures and examples of support systems for teachers that ensure low-income and minority students are not being taught at higher rates than other students by ineffective, inexperienced or out-of-field teachers. Evidence the district is providing training and support to ineffective, inexperienced or out-of-field teachers as needed such as professional learning opportunities, mentor teachers, etc.</p> <p><b>Notes:</b></p>				
<p>5. The CDIP is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, administrators, other appropriate school personnel and with parents of children in schools served. [See ESSA 1112(a)(1)(A).]</p> <p><b>Suggested Documentation:</b> Meeting agendas and detailed minutes or other strong documentation (e.g., comments and feedback from stakeholders) showing stakeholder consultation in the development of the CDIP.</p> <p><b>Notes:</b></p>				
<p>6. Enrollment and low-income counts used for rank and serve purposes are accurate, matching the numbers on the Grant Management Application and Planning system (GMAP) application. There is documentation to support the use of the feeder pattern, if applicable. Low-income numbers are correctly entered for Community Eligibility Provision (CEP) schools. [See ESSA 1113.]</p> <p><b>Required Documentation:</b> Free/Reduced Application Management, or FRAM, Reports from Infinite Campus for all schools (also known as Eligibility Reports). The reports must match the date reported on the Grant Management Application and Planning (GMAP) School Program Description page and the low-income data (free- and reduced-price lunch or direct certification) and enrollment data reported on the GMAP School Eligibility page.</p> <p><b>Notes:</b></p>				
<p>7. Enrollment and low-income data for all schools was taken on the same day. [See ESSA 1113(a).]</p>				

<p align="center"><b>Required Activities</b> Eligible Public Schools and Allocation</p>	<p align="center"><b>Does Not Meet</b></p>	<p align="center"><b>Meets</b></p>	<p align="center"><b>Exceeds</b></p>	<p align="center"><b>N/A</b></p>
<p><b>Required Documentation:</b> Eligibility Reports (FRAM reports) for all schools.</p> <p><b>Notes:</b></p>				
<p>8. School allocations are being followed as reported on the current GMAP application (including 125% and High School 50% ranking exception rules if applicable) versus what is reported in MUNIS. [See ESSA 1113(a).]</p> <p><b>Required Documentation:</b> Detailed month to date MUNIS budget report with purchase order-level details for the current fiscal year showing all project (310K, 310KM, and when applicable, 310KP and 310KN) budgeting and expenditures to-date. The total amounts budgeted at the district and school levels should align with the GMAP District Set-Aside and Per Pupil Amount pages.</p> <p><b>Notes:</b></p>				
<p>9. If a school is being served as a schoolwide program under 40% poverty, there is an official state waiver on file at KDE. [See ESSA 1114(a)(1)(B).]</p> <p><b>Required Documentation:</b> As applicable, KDE staff will verify the district received an email granting the waiver to operate a schoolwide program in a school under 40% poverty.</p> <p><b>Notes:</b></p>				

**Best Practices**

- District staff can articulate the process for allocating funds.
- Consultation between district staff and principals continually occurs regarding budgeting/use of funds, ensuring schools' needs are met.
- District improvement plans are reviewed continually throughout the year. New needs are identified.
- The district uses multiple data sources (both quantitative and qualitative) to determine needs.
- Meeting agendas and/or minutes maintained as documentation contain sufficient detail such as the date, attendees, topics of discussion and a summary of the discussion.
- State test scores reflect growth in achievement across all subpopulations.

**II. Institutions for Neglected Children [Sections 1113 and 1124]**

Districts operating institutions for neglected children selected for monitoring should upload one to two pieces of relevant documentation for each indicator.

<p style="text-align: center;"><b>Required Activities</b> Institutions for Neglected Children</p>	<p style="text-align: center;"><b>Does Not Meet</b></p>	<p style="text-align: center;"><b>Meets</b></p>	<p style="text-align: center;"><b>Exceeds</b></p>	<p style="text-align: center;"><b>N/A</b></p>
<p>I. Documentation supports the child count for local institutions for neglected children that was submitted to KDE. [See ESSA 1124(c)(1)(B).]</p> <p><b>Required Documentation:</b> Child counts for each neglected facility served supporting the counts submitted to KDE.</p> <p><b>Notes:</b></p>				
<p>II. Each institution was effectively consulted about services. Services are based on student needs, and sufficient funds are allocated for those services. Services are comparable to those received at public schools. [See ESSA 1112(a)(1).]</p> <p><b>Suggested Documentation:</b> Needs assessment for the neglected facility, consultation agendas, notes, or other strong program planning documentation in which needs were discussed with facility representatives.</p> <p><b>Notes:</b></p>				

**Best Practices**

- Neglected facility staff can describe the consultation process and the services being provided to the facility’s students.
- Consultation and services descriptions are consistent with what is described at the district.
- District staff can explain the process used to determine the amount of funding reserved for the neglected institution.

**III. Foster Children and Youth [Section 1112]**

Districts selected for monitoring should upload one to two pieces of relevant documentation for each indicator. Please note, it will be necessary to schedule an interview with districts Foster Care point-of-contact.

<p align="center"><b>Required Activities</b> Foster Children and Youth</p>	<p align="center"><b>Does Not Meet</b></p>	<p align="center"><b>Meets</b></p>	<p align="center"><b>Exceeds</b></p>	<p align="center"><b>N/A</b></p>
<p>1. The district has appointed an individual to serve as the foster care point-of-contact (POC). [See ESSA 1112(c)(5)(A).]</p> <p><b>Required Documentation:</b> Accurate foster care POC listed on the district’s <a href="#">Open House</a> webpage.</p> <p><b>Notes:</b></p>				
<p>2. The district has adopted policies and implemented practices to ensure that any child in foster care remains in the child’s school of origin, unless a determination is made that it is not in such child’s best interest. Such decisions shall be based on all factors relating to the child’s best interest, including consideration of the appropriateness of the current educational setting and the proximity to the school in which the child is enrolled at the time of placement. [See ESSA 1111(g)(1)(E)(i).]</p> <p><b>Required Documentation:</b> Up-to-date policies for enrolling foster children as well as observation during the interview that the foster care POC is familiar with the policies and they are being implemented with fidelity.</p> <p><b>Suggested Additional Documentation:</b> Written procedures outlining the best interest determination practices.</p> <p><b>Notes:</b></p>				
<p>3. The district has adopted policies and implemented practices to ensure that if it is not in the child’s best interest to remain in the school of origin, the child will be immediately enrolled in a new school even if the child is unable to produce records normally required for enrollment. [See ESSA 1111(g)(1)(E)(ii).]</p> <p><b>Required Documentation:</b> Up-to-date policies for enrolling foster children as well as observation during the interview that the foster care POC is familiar with the policies and they are being implemented with fidelity.</p> <p><b>Suggested Additional Documentation:</b> Written procedures outlining how the district ensures the immediate enrollment for foster children.</p> <p><b>Notes:</b></p>				

<p style="text-align: center;"><b>Required Activities</b> Foster Children and Youth</p>	<p style="text-align: center;"><b>Does Not Meet</b></p>	<p style="text-align: center;"><b>Meets</b></p>	<p style="text-align: center;"><b>Exceeds</b></p>	<p style="text-align: center;"><b>N/A</b></p>
<p>4. The enrolling school shall immediately contact the school last attended by any such child to obtain relevant academic and other records. [See ESSA 1111(g)(1)(E)(iii).]</p> <p><b>Required Documentation:</b> Up-to-date policies for enrolling foster children as well as observation during the interview that the foster care POC is familiar with the policies and they are being implemented with fidelity.</p> <p><b>Suggested Additional Documentation:</b> Evidence (email correspondence, phone logs, etc.) that the last school attended is being contacted, with PII redacted.</p> <p><b>Notes:</b></p>				
<p>5. The district collaborates with the child welfare agency to develop and implement a transportation agreement containing clear written procedures for how transportation will be provided, arranged and funded for the duration of a child’s time in foster care. <i>Please note that the district enrollment policy does not meet the requirements of the written transportation agreement. Refer to KDE’s <a href="#">ESSA Foster Care Transportation Guidance</a> for requirements.</i> [See ESSA 1112(c)(5)(B).] These procedures shall:</p> <ul style="list-style-type: none"> <li>• Ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and</li> <li>• Ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if: <ul style="list-style-type: none"> <li>▪ The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;</li> <li>▪ The local educational agency agrees to pay for the cost of the transportation; or</li> <li>▪ The local educational agency and the local child welfare agency agree to share the cost of such transportation.</li> </ul> </li> </ul> <p><b>Required Documentation: (1) A written transportation agreement</b> between the local educational agency and the local child welfare agency signed and dated by the superintendent and child welfare agency representative. <b>(2) Evidence of collaboration between the local child welfare agency and the local educational agency</b> for the development of the transportation agreement which could include, but not limited to, meeting agendas and</p>				

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<p>minutes, email communication, telephone logs or other strong sources of documentation to show evidence of collaboration.</p> <p><b>Notes:</b></p>				

**Best Practices**

- The district can demonstrate collaboration on a regular basis with the local child welfare agency to ensure educational stability.
- No complaints regarding transportation of students in foster care to their schools of origin have been filed.
- Staff can articulate the dispute resolution process and have access to the documentation regarding the dispute resolution process.

**IV. Homeless Children and Youth [Section 1113 and Section 11432 of the McKinney-Vento Homeless Education Assistance Improvements Act]**

Districts selected for monitoring should upload one to two pieces of relevant documentation for each indicator. Please note, it will be necessary to schedule an interview with the homeless liaison.

<p align="center"><b>Required Activities</b> Homeless Children and Youth</p>	<p align="center"><b>Does Not Meet</b></p>	<p align="center"><b>Meets</b></p>	<p align="center"><b>Exceeds</b></p>	<p align="center"><b>N/A</b></p>
<p>1. The district has appointed an individual to serve as the homeless liaison. The liaison has successfully completed and passed the required annual training approved by KDE for the current year. [See McKinney-Vento 11432(g)(1)(J)(ii) and <a href="#">704 KAR 7:090</a>.]</p> <p><b>Required Documentation:</b> Accurate homeless liaison listed on the district's <a href="#">Open House</a> webpage, training certificate for the current school year's required annual KDE liaison training.</p> <p><b>Notes:</b></p>				
<p>2. The district has effectively communicated to students, families, school and district staff, shelter workers and other community service providers that there is a designated local homeless liaison within the district (whether or not it receives a McKinney-Vento grant) to serve as a primary contact for identifying homeless families and for obtaining/providing services to those families. [See McKinney-Vento</p>				



<p style="text-align: center;"><b>Required Activities</b> Homeless Children and Youth</p>	<p style="text-align: center;"><b>Does Not Meet</b></p>	<p style="text-align: center;"><b>Meets</b></p>	<p style="text-align: center;"><b>Exceeds</b></p>	<p style="text-align: center;"><b>N/A</b></p>
<p>11432(g)(6)(v).]</p> <p><b>Suggested Documentation:</b> Examples of public communications with homeless students and families notifying them of the liaison’s contact information and eligibility for services, including the dispute resolution; examples of training documents and sign in sheets or other strong documentation that supports that training is provided to district staff.</p> <p><b>Notes:</b></p>				
<p>3. The district has adopted policies and implemented procedures to effectively identify homeless children and youth through coordinated activities with staff within the district and with other entities and agencies. [See McKinney-Vento 11432(g)(6)(A)(i).]</p> <p><b>Suggested Documentation: (1)</b> Policies and written procedures or other strong documentation addressing the identification, enrollment, enrollment in the school of origin decision making and reduction of barriers for homeless students. <b>(2)</b> Examples of training documents and sign in sheets or other strong documentation that supports that training is provided to district staff.</p> <p><b>Notes:</b></p>				
<p>4. The district has adopted policies and implemented procedures to effectively identify and eliminate enrollment and attendance barriers so homeless students are automatically enrolled in school and have full and equal opportunity to succeed in the educational setting. [See McKinney-Vento 11432(g)(6)(A)(ii).]</p> <p><b>Suggested Documentation: (1)</b> Policies and written procedures or other strong documentation addressing the identification, enrollment, enrollment in the school of origin decision making and reduction of barriers for homeless students. <b>(2)</b> Examples of training documents and sign in sheets or other strong documentation that supports that training is provided to district staff.</p> <p><b>Notes:</b></p>				
<p>5. Consistent with KRS 156.160(1)(p), and to the extent feasible, homeless children and unaccompanied youth are awarded credit, including partial credit, for all coursework satisfactorily completed. [See <a href="#">704 KAR 7:090(2)(4)</a>.]</p>				

<p style="text-align: center;"><b>Required Activities</b> Homeless Children and Youth</p>	<p style="text-align: center;"><b>Does Not Meet</b></p>	<p style="text-align: center;"><b>Meets</b></p>	<p style="text-align: center;"><b>Exceeds</b></p>	<p style="text-align: center;"><b>N/A</b></p>
<p><b>Required Documentation:</b> Policy for awarding credit to homeless students.</p> <p><b>Notes:</b></p>				
<p>6. The district has adopted written procedures to ensure credit, including partial credit, is awarded for all coursework satisfactorily completed by homeless children and unaccompanied youth which address the following:</p> <ul style="list-style-type: none"> <li>• The tool or methodology the district shall use to calculate credit, including partial credit, to be awarded for all coursework satisfactorily completed by homeless children and unaccompanied youth;</li> <li>• The consolidation of partial credit, where appropriate, to provide opportunities for credit accrual that eliminate academic and non-academic barriers for homeless children and unaccompanied youth;</li> <li>• How the district shall provide students experiencing homelessness access to extracurricular and summer programs, credit transfer and electronic course services, and after-school tutoring and other extended school services available in the district to the fullest extent practicable and at nominal or no costs;</li> <li>• The ways in which the local education agency (LEA) shall lessen the impact of school transfers for homeless children and unaccompanied youth, which shall include: <ul style="list-style-type: none"> <li>○ Identifying systems that are in place to ease the transition of students experiencing homelessness, particularly during the first two weeks at a new school;</li> <li>○ Requiring counselors to provide timely assistance and advice to improve college and career readiness for students experiencing homelessness; and</li> <li>○ Granting priority placement in classes offered by the district that meet state minimum graduation requirements for students who change schools at least once during a school year because of homelessness;</li> </ul> </li> <li>• How and in what circumstances the district shall allow a student experiencing homelessness who was previously enrolled in a course required for high school graduation to complete that course</li> </ul>				

<p style="text-align: center;"><b>Required Activities</b> Homeless Children and Youth</p>	<p style="text-align: center;"><b>Does Not Meet</b></p>	<p style="text-align: center;"><b>Meets</b></p>	<p style="text-align: center;"><b>Exceeds</b></p>	<p style="text-align: center;"><b>N/A</b></p>
<p>at no cost before the beginning of the next school year as required by KRS 156.160(1)(p)(2); and</p> <ul style="list-style-type: none"> <li>The required review of credit accrual and the personal graduation plan for each homeless student and unaccompanied youth that is not on track to receive a high school diploma before the fifth year of high school enrollment.</li> </ul> <p><i>Please note, the written procedures must outline how the district will award credit to homeless students. A policy statement that the district will award credit without explaining how is not sufficient. Refer to KDE's <a href="#">Education for Homeless Children and Youth webpage</a> for resources regarding awarding credit and credit accrual. [See <a href="#">704 KAR 7:090(2)(5)</a>.]</i></p> <p><b>Required Documentation: (1)</b> Written procedures detailing how the district will ensure credit, including partial credit, is awarded to homeless students. <b>(2)</b> Evidence the procedures have been shared with appropriate staff such as counselors.</p> <p><b>Suggested Additional Documentation:</b> Evidence the procedures are being implemented, with PII redacted.</p> <p><b>Notes:</b></p>				
<p>7. The district has adopted written procedures for awarding a high school diploma to homeless children and unaccompanied youth who transfer after completion of the second year of high school and meet the requirements outlined in <a href="#">KRS 156.160(1)(p)</a>. <i>Please note, the procedures for awarding a high school diploma may be combined with the procedures for awarding credit referenced in this section. [See <a href="#">704 KAR 7:090(2)(7)</a>.]</i></p> <p><b>Required Documentation: (1)</b> Written procedures detailing how the district will ensure diplomas are awarded to homeless students (this may be combined with the procedures regarding awarding credit to homeless students). <b>(2)</b> Evidence the procedures have been shared with appropriate staff such as counselors.</p> <p><b>Suggested Additional Documentation:</b> Evidence the procedures are being implemented, with PII redacted.</p> <p><b>Notes:</b></p>				
<p>8. The district ensures school personnel providing McKinney-Vento/homeless services receive professional development and other support related to addressing the challenges of homelessness and supporting homeless children and unaccompanied youth, including runaway youth. [See <a href="#">704 KAR 7:090(2)(3)(g)</a> and</p>				

<p style="text-align: center;"><b>Required Activities</b> Homeless Children and Youth</p>	<p style="text-align: center;"><b>Does Not Meet</b></p>	<p style="text-align: center;"><b>Meets</b></p>	<p style="text-align: center;"><b>Exceeds</b></p>	<p style="text-align: center;"><b>N/A</b></p>
<p>McKinney-Vento 11432(g)(6)(A)(ix).]</p> <p><b>Suggested Documentation:</b> Evidence that staff have been trained in supporting students experiencing homelessness such as training materials, agendas, sign-in sheets, etc.</p> <p><b>Notes:</b></p>				
<p>9. Homeless Education posters are in place at each school and at the district office (both English and Spanish versions, if applicable) in locations where parents can easily see them. [See McKinney-Vento 11432(g)(6)(A)(vi).]</p> <p><b>Required Documentation:</b> Observations by KDE monitoring staff that the homeless posters are on display throughout the district in locations where parents can easily see them and that the correct district and state contact information is listed on the poster.</p> <p><b>Notes:</b></p>				
<p>10. Homeless children and their families receive education services for which they are entitled and for which the district currently provides, such as Head Start and preschool programming, referrals to clinics (regarding physical, mental and/or dental health) and/or other appropriate services. [See McKinney-Vento 11432(g)(6)(A)(iii-iv).]</p> <p><b>Suggested Documentation:</b> Examples of services provided to homeless students and families with PII redacted. Examples of services may also be discussed during the on-site interview to protect PII.</p> <p><b>Notes:</b></p>				
<p>11. Homeless families and unaccompanied youth are effectively informed of and assisted in obtaining available transportation services (i.e., to and from the school of origin to ease the burden of attending school or obtaining services). Note: Transportation to and from the school of origin may not be provided if it has been determined not to be in the child’s best interest. [See McKinney- Vento 11432(g)(6)(A)(viii).]</p> <p><b>Suggested Documentation:</b> Observations by KDE monitoring staff of the homeless poster outlining available transportation services on display and examples of transportation services provided to homeless students as applicable.</p>				

<p style="text-align: center;"><b>Required Activities</b> Homeless Children and Youth</p>	<p style="text-align: center;"><b>Does Not Meet</b></p>	<p style="text-align: center;"><b>Meets</b></p>	<p style="text-align: center;"><b>Exceeds</b></p>	<p style="text-align: center;"><b>N/A</b></p>
<p><b>Notes:</b></p>				
<p>12. Families and youth are made aware of the right to challenge placement and enrollment decisions. If a dispute arises over school selection or enrollment, the homeless student is immediately enrolled in the school of choice pending resolution of the dispute. [See McKinney-Vento 11432(g)(6)(A)(vii).]</p> <p><b>Suggested Documentation:</b> Observations by KDE monitoring staff of the homeless poster outlining rights on display, examples of disputes that have been resolved pertaining to enrollment and transportation as applicable.</p> <p><b>Notes:</b></p>				
<p>13. Title I funds reserved for homeless students are spent to meet identified needs of eligible students. [See ESSA Sections 1113, 1118 and 8306 and Parts 76 and 200 of EDGAR.]</p> <p><b>Required Documentation:</b> Detailed month-to-date MUNIS budget report for the current (310K) and previous (310J) fiscal year showing the amount budgeted for homeless expenditures aligns with the amount listed on the FY2024 and FY2023 GMAP District Set-Aside page, invoices, purchase orders, needs assessment for homeless students. <i>Please note that KDE may request to see specific purchase orders and/or invoices based on the MUNIS review.</i></p> <p><b>Notes:</b></p>				

**Best Practices**

- Homeless liaisons should be familiar with the responsibilities of their role. (See [National Center for Homeless Education brief](#)).
- Homeless set-aside funds are being spent on student needs with a focus on educational programming and are not carried over year to year.
- Homeless students are identified in relative proportion to the district’s poverty percentage.
- No complaints concerning enrollment or school placement of homeless students have been filed.
- District staff can describe the processes to ensure the best placement for homeless students.
- Notifications of Rights are posted in other media that have wide ranging availability to the community.
- Staff can articulate the dispute resolution process and have access to the documentation regarding the dispute resolution process.
- Homeless reservation funds are spent in a timely manner in the school year for which they are appropriated, to meet the needs of

identified students.

- To ensure credit, including partial credit, is awarded for all coursework satisfactorily completed by homeless children and youth, the district may adopt procedures providing for the following, as outlined in 704 KAR 7:090(2)(6):
  - The timely placement of a student experiencing homelessness in electives comparable to those in which the student was enrolled in or earned partial credit for the successful completion of at the previous schools;
  - Engaging homeless students and unaccompanied youth by offering curricula that connect schoolwork with college and careers;
  - Flexibility for homeless students and unaccompanied youth to complete credits, particularly those required for high school graduation, which may include flexible scheduling options, open entry and exit, extended year programming, or self-paced learning-based on competency;
  - Small, personalized learning environments for students experiencing homelessness;
  - Blended learning opportunities such as computer-based or digital learning options for students experiencing homelessness;
  - Work-based learning programs, apprenticeships or alternative education programs that allow homeless students and unaccompanied youth to recover credits to earn income while completing credits; or
  - The integration of content standards from multiple subject areas into a single course for which students can earn simultaneous credit. Curriculum for integrated courses addresses standards across subject matters and may emphasize interdisciplinary connections from technical or academic areas.

**V. English Learners [Section 1112]**

Districts selected for monitoring should upload one to two pieces of relevant documentation for each indicator. Please note, it will be necessary to schedule an interview with the Title III/English Learner coordinator.

Required Activities English Learners	Does Not Meet	Meets	Exceeds	N/A
<p>1. The district has procedures in place to ensure there is an effective means of outreach to the parents of all English learners (ELs). Outreach must include holding and promoting attendance at opportunities for regular meetings to inform parents about how they can be involved in their children’s education, assist their children to attain English proficiency, achieve at high levels and meet state academic standards. [See ESSA 1112(e)(3)(C).]</p> <p><b>Suggested Documentation:</b> Examples of public outreach to all EL families, invitations, agendas and sign in sheets, needs assessments, surveys or other strong documentation for parent and family engagement activities specifically geared toward all EL families, above and beyond events and activities to which parents of all students are invited.</p>				

<p style="text-align: center;"><b>Required Activities</b> English Learners</p>	<p style="text-align: center;"><b>Does Not Meet</b></p>	<p style="text-align: center;"><b>Meets</b></p>	<p style="text-align: center;"><b>Exceeds</b></p>	<p style="text-align: center;"><b>N/A</b></p>
<p><b>Notes:</b></p>				
<p>2. The district provides parents of all ELs with written notification that outlines their child’s identification as an EL and placement in a Language Instruction Education Program (LIEP). The notification includes the following:</p> <ul style="list-style-type: none"> <li>• The reason for identification of the child as an EL;</li> <li>• The child’s level of English language proficiency, how the level was assessed and the status of the child’s academic achievement;</li> <li>• Methods of instruction used in the program in which the child is, or will be, participating, and the methods of instruction used in other available programs, including how the programs differ;</li> <li>• How the program will meet the educational strengths and needs of the child and help the child achieve English language proficiency, and meet academic standards;</li> <li>• Exit requirements for the program, expected rate of transition to a classroom not tailored for EL students and expected rate of high school graduation;</li> <li>• In the case of a child with a disability, how the program meets the annual goals in the child’s individualized education program (IEP); and</li> <li>• Information regarding parents’ right to withdraw the child from a program upon their request, and to decline enrollment or choose another program or method of instruction, if available. [See ESSA 1112(e)(3)(A).]</li> </ul> <p><i>Please refer to the parent notification letter guidance and templates available on KDE’s <a href="#">English Learner and Immigrant Resources</a> webpage for additional information.</i></p> <p><b>Required Documentation:</b> Sample, dated parent notification of student placement in an EL program, including all required information and corresponding enrollment dates for the students for which the notifications were produced. PII should be redacted from any notifications submitted.</p> <p><b>Notes:</b></p>				
<p>3. The parental notification is provided no later than 30 calendar days after the beginning of the school year</p>				

Required Activities English Learners	Does Not Meet	Meets	Exceeds	N/A
<p>or within the first two weeks of placement in an LIEP for students who enroll after the start of the school year. [See ESSA 1112(e)(3)(A).]</p> <p><b>Required Documentation:</b> Sample, dated parent notification of student placement in an EL program, including all required information and corresponding enrollment dates for the students which the notifications were produced. PII should be redacted from any notifications submitted.</p> <p><b>Notes:</b></p>				

### Best Practices

- District and schools have regular communication with EL students and families.
- District and schools provide translation and interpreting services including communications in native languages without delay.
- Services and resources paid for with Title I, Part A funds are supplemental to the district’s core LIEP as outlined in the district’s Lau Plan.
- EL students receive appropriate services without delay.
- EL students receive assistive technology and supports without delay.
- Districts coordinate services between other districts, universities or other partnering organizations to provide services for students and families (interpreter).

### VI. Parent and Family Engagement [Sections 1112 and 1116]

Districts selected for monitoring should upload one to two pieces of relevant documentation for each indicator.

Required Activities District Parent and Family Engagement Policy	Does Not Meet	Meets	Exceeds	N/A
<p>1. The district has a written policy developed jointly with parents. The policy establishes the district’s expectations and objectives for meaningful parent and family involvement and meets all requirements for a district-level parent and family engagement policy as outlined in ESSA, including providing a description of <i>how</i> the district will meet the requirements outlined in ESSA. Refer to the <a href="#">district PFE policy checklist</a> on KDE’s website for policy requirements. [ESSA 1116(a)(2).]</p>				



<p><b>Required Documentation: (1)</b> District-level parent and family engagement (PFE) policy, evidence of distribution of the policy to all participating families, including language accessibility where applicable and to the extent practicable. <b>(2)</b> Evidence that parents participated in the development of the policy (survey results and analysis, meeting invitations, agendas and detailed minutes, documents showing revisions, etc.)</p> <p><b>Notes:</b></p>				
<p>2. The district can demonstrate that activities within the policy are being implemented. [ESSA 1116 (a)(2).]</p> <p><b>Suggested Documentation:</b> Invitations, meeting agendas and detailed minutes, sign-in sheets, letters, flyers, website/handbook information, training materials, or other strong documentation supporting the following:</p> <ul style="list-style-type: none"> <li>• Parent participation in the development and review of district and school PFE policies, the CDIP, CSIPs</li> <li>• Examples of parent and family events for the current school year that include opportunities for all parents, including those who lack literacy/language skills, are disabled, are economically disadvantaged or are homeless, to participate in the education of their children.</li> <li>• Involving parents in the activities of the schools served under Title I. <i>This may include establishing a parent advisory board.</i></li> <li>• Educating school level staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with and work with parents as equal partners.</li> <li>• Assistance provided to parents in understanding such topics as state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child’s progress and work with educators to improve the achievement of their children.</li> <li>• Communication of events, opportunities and information regarding school reports is provided in a format and, to the extent practicable, in a language parents understand.</li> <li>• Materials and training provided to help parents work with their children to improve their children’s achievement, such as literacy training and using technology.</li> <li>• Support provided to schools to help plan and implement involvement activities.</li> <li>• Coordination of Title I parent engagement strategies with other programs to encourage parents in more fully participating in the education of their children.</li> </ul> <p><b>Notes:</b></p>				

<p>3. The district annually conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the district-level parent and family engagement policy in improving the academic quality of all schools served by Title I, including identifying—</p> <ul style="list-style-type: none"> <li>○ barriers to greater participation by parents in activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy or are of any racial or ethnic minority background);</li> <li>○ the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and</li> <li>○ strategies to support successful school and family interactions.</li> </ul> <p>The district uses the findings of evaluations to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies described in this section [ESSA 1116 (a)(2)(D).]</p> <p><b>Suggested Documentation:</b> Copy of evaluation used for parent and family engagement activities. Results from the evaluations, which may be from the previous year with PII redacted. Meeting agendas/detailed minutes to show that discussions have occurred after evaluation to discuss results and design evidence-based involvement strategies.</p> <p><b>Notes:</b></p>				
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<p align="center"><b>Required Activities</b></p> <p align="center">Parent and Family Engagement Funding</p> <p align="center"><i>Note: even if funding is not reserved, districts and schools still must comply with required activities</i></p>	<p align="center"><b>Does Not Meet</b></p>	<p align="center"><b>Meets</b></p>	<p align="center"><b>Exceeds</b></p>	<p align="center"><b>N/A</b></p>
<p>4. Parents are involved in deciding ways in which parent and family engagement funds are used and the types of activities that are provided. [See ESSA 1116(a)(3)(B).]</p> <p><b>Suggested Documentation:</b> Surveys, meeting agendas/detailed minutes or other methods of communication in which parents were given opportunities to provide input on the use of funds and activities for engagement.</p> <p><b>Notes:</b></p>				
<p>5. If the district receives a Title I allocation over \$500,000, at least 1% of the district allocation (including funds transferred in) are budgeted for parent-involvement activities. At least 90% of the parent and family engagement set-aside is distributed to the schools. [See ESSA 1116(a)(3).]</p>				

<p align="center"><b>Required Activities</b></p> <p align="center">Parent and Family Engagement Funding</p> <p align="center"><i>Note: even if funding is not reserved, districts and schools still must comply with required activities</i></p>	<p align="center"><b>Does Not Meet</b></p>	<p align="center"><b>Meets</b></p>	<p align="center"><b>Exceeds</b></p>	<p align="center"><b>N/A</b></p>
<p><b>Required Documentation:</b> KDE monitoring staff will verify this through the MUNIS budget report submitted in the fiscal management section and the GMAP application.</p> <p><b>Notes:</b></p>				
<p>6. Parent and family engagement funds are used for at least one of the following:</p> <ul style="list-style-type: none"> <li>• Supporting schools and nonprofit organizations in providing professional development for the LEA and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators and parents and family members.</li> <li>• Supporting programs that reach parents and family members at home, in the community and at school.</li> <li>• Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.</li> <li>• Collaborating, or providing sub-grants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.</li> <li>• Engaging in any other activities and strategies that the LEA determines are appropriate and consistent with the district parent and family engagement policy. [See ESSA 1116(a)(3)(D).]</li> </ul> <p><b>Suggested Documentation:</b> Examples of parent and family events for the current school year that include opportunities for all parents, including those who lack literacy/language skills, are disabled, are economically disadvantaged or are homeless, to participate in the education of their children (this may be included in school-level documentation). PII should be redacted from documentation prior to submission.</p> <p><b>Notes:</b></p>				

<p align="center"><b>Required Activities</b> Parent and Family Engagement Notifications</p>	<p align="center"><b>Does Not Meet</b></p>	<p align="center"><b>Meets</b></p>	<p align="center"><b>Exceeds</b></p>	<p align="center"><b>N/A</b></p>
<p>7. The district informs parents of their right to request the state or local policy on student participation in state testing. The notification includes the following information:</p> <ul style="list-style-type: none"> <li>• Subject matter assessed</li> <li>• Purpose for which the assessment is designed and used</li> <li>• Source of the requirement for the assessment</li> <li>• Where such information is available: Amount of time students will spend taking the assessment and the schedule for the assessment and the time and format for disseminating the results</li> </ul> <p><i>(Please note parents cannot opt to exempt their child(ren) from participation on state assessments, however, this notification still must be sent. Please refer to the sample notice of Testing Transparency linked in the Title I Handbook.) [See ESSA 1112(e)(2).]</i></p> <p><b>Required Documentation:</b> Annual testing transparency letter (this may include a stand-alone letter and/or information included in a handbook or posted on the district website).</p> <p><b>Notes:</b></p>				
<p>8. Parents annually receive notification of their right to request teacher qualifications. [See ESSA 1112(e)(1)(a).]</p> <p><b>Required Documentation:</b> Annual notification of parents' rights to request teacher qualification (this may include a stand-alone letter and/or information included in a handbook or posted on the district website)</p> <p><b>Notes:</b></p>				

**Best Practices**

- District staff can describe...
  - the district Parent and Family Engagement Policy.
  - some of the parent and family engagement activities being implemented at the schools.

- how a concerted effort is being made to build relationships between the schools and families.
  - how the district is “thinking outside the box” to get more parents to participate as active partners.
- The policy includes a date it was last reviewed and/or revised.
- Parent survey questions are focused on allowing parents to give feedback on the effectiveness of parent and family engagement activities.
- Parent and family engagement goes beyond the school-based decision making (SBDM) council representatives.
- Parent and family engagement is seen as a two-way communication tool.
- Please note: “One Call,” marquees, TV monitors, Interactive Boards, Infinite Campus access and other one-way communications do not meet the intent of parent and family engagement under Title I, Part A., thus they would not be allowed to be paid with Title I funds.
- Activities and events paid for with Title I funds are educational in nature and designed to engage parents in improving their children’s achievement. Social events and entertainment costs are not paid for with Title I funds per [2 CFR 200.438](#).
- Invitations to Title I events and requests for feedback are provided through multiple methods (flyer, social media post, email, etc.) to increase the likelihood that all families receive the message.
- The district builds capacity through:
  - The district involves parents in the development of training for teachers, principals and other educators to improve the effectiveness of such training.
  - The district provides necessary literacy training from funds received under Title I if the local educational agency has exhausted all other reasonably available sources of funding for such training.
  - The district pays reasonable and necessary expenses associated with local parental involvement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions.
  - The district trains parents to enhance the involvement of other parents.
  - The district arranges school meetings at a variety of times, or conducts in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, to maximize parental involvement and participation.
  - The district adopts and implements model approaches to improving parental engagement.
  - The district establishes a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section.
  - The district develops appropriate roles for community-based organizations and businesses in parent involvement activities.

**VII. District Level Program Design and Effectiveness [Sections 1112 and 1119]**

Districts selected for monitoring should upload one to two pieces of relevant documentation for each indicator.

<p align="center"><b>Required Activities</b> District Level Program Design and Effectiveness</p>	<p align="center"><b>Does Not Meet</b></p>	<p align="center"><b>Meets</b></p>	<p align="center"><b>Exceeds</b></p>	<p align="center"><b>N/A</b></p>
<p>1. The district can demonstrate how the plan is coordinated with other programs such as: the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate. [See ESSA Section 1112 (a)(1)(B)].</p> <p><b>Suggested Documentation:</b> Agendas, detailed meeting minutes of leadership level meetings that demonstrate coordination of other programs and funds listed.</p> <p><b>Notes:</b></p>				
<p>2. If applicable, the district can describe how they support, coordinate and integrate services provided under Title I with early childhood education programs at the district or individual school level, including plans for the transition of participants in such programs to local elementary school programs. [See ESSA 1119.]</p> <p><b>Suggested Documentation:</b> Flyers, social media posts or other methods of communication related to early childhood education, agendas/detailed meeting minutes to demonstrate early childhood education coordination.</p> <p><b>Notes:</b></p>				
<p>3. The Title I, Part A coordinator has effective written processes and procedures in place to verify that the activities/strategies in the approved application for the Schoolwide Program (SWP) and Targeted Assistance School (TAS) are being implemented effectively. [See ESSA 1112 (a)-(c); ESSA 8306; and Parts 76 and 200 of the Education Department General Administrative Regulations (EDGAR).]</p> <p><b>Suggested Documentation:</b> Description of the process or the plan, such as a 30-60-90-day plan, used to monitor and evaluate the implementation of district and school programs to ensure alignment with the approved</p>				

<p style="text-align: center;"><b>Required Activities</b> District Level Program Design and Effectiveness</p>	<p style="text-align: center;"><b>Does Not Meet</b></p>	<p style="text-align: center;"><b>Meets</b></p>	<p style="text-align: center;"><b>Exceeds</b></p>	<p style="text-align: center;"><b>N/A</b></p>
<p>application and effectiveness; district and school evaluation results used to determine the effectiveness of Title I programs.</p> <p><b>Notes:</b></p>				
<p>4. The district Title I coordinator works in consultation with school councils, principals, teachers and other school personnel to analyze data and evaluate the schoolwide program (SWP) or targeted assistance (TAS) program plan for effectiveness in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest achieving students. [See ESSA 1114(b)(3); <a href="#">34 CFR 200.26(c)</a>.]</p> <p><b>Suggested Documentation:</b> Description of the process or the plan, such as a 30-60-90-day plan, used to monitor and evaluate the implementation of district and school programs to ensure alignment with the approved application and effectiveness; district and school evaluation results used to determine the effectiveness of Title I programs.</p> <p><b>Notes:</b></p>				
<p>5. The district ensures that all teachers and paraeducators working in a Title I-funded school meet state certification or qualification requirements. <b>Note: This applies to all staff in a schoolwide program and those paid (fully or in-part) with Title I funds in a targeted assistance program.</b> [See ESSA 1112(c)(6) and <a href="#">34 CFR 200.58</a>.]</p> <p><b>Required Documentation:</b> Certification and qualification records for teachers and paraeducators working in Title I schools as defined in question 5 (to include transcripts or proof of Kentucky Paraeducator Assessment (KPA) completion of all paraeducators working in Title I schools, including paraeducators employed by the district to provide instructional support to a public school teacher who provides equitable services to eligible private school students).</p> <p><b>Notes:</b></p>				

**Best Practices**

- Various district staff can explain and give similar answers about how they collaborate with the Title I, Part A coordinator.
- The district uses multiple data sources (both quantitative and qualitative) to evaluate program implementation and

effectiveness.

- Schoolwide Programs (SWP) and Targeted Assistance Schools (TAS) plans are reviewed throughout the year.

**VIII. Services to Eligible Private School Children [Sections 1112 and 1117]**

Districts serving private schools selected for monitoring should upload one to two pieces of relevant documentation for each indicator. Please note, it will be necessary to schedule an interview with private school officials at their location.

<p align="center"><b>Required Activities</b> Services to Eligible Private School Children</p>	<p align="center"><b>Does Not Meet</b></p>	<p align="center"><b>Meets</b></p>	<p align="center"><b>Exceeds</b></p>	<p align="center"><b>N/A</b></p>
<p>1. The district has effective policies and procedures in place to verify that all students that attend private schools serviced by Title I, Part A come from participating public school attendance areas. [See ESSA 1117(c).]</p> <p><b>Required Documentation:</b> List of all private and home schools with students attending from the district, written procedures outlining how private schools are contacted regarding participation in the Title I program.</p> <p><b>Notes:</b></p>				
<p>2. The district contacted private schools within and outside of the district serving students from participating public school attendance areas to offer equitable services. <b>Note: KDE staff can follow up with the Division of Budgets and Financial Management to see if the district consistently reports private school data on the Declaration of Participation. Although the Declaration does not specifically collect information about Title I, Part A, it can be used as an indicator of whether the district consistently and appropriately meets its responsibilities for offering services to private schools.</b> [See ESSA 1117(b).]</p> <p><b>Required Documentation:</b> Dated communication (email or letter) inviting private schools to participate in services.</p> <p><b>Notes:</b></p>				
<p>3. The district complied with the requirements for consultation with private school officials in a timely manner. [See ESSA 1117(b).]</p> <p><b>Required Documentation:</b> Completed and signed equitable services consultation packets for each participating private school.</p>				



<p style="text-align: center;"><b>Required Activities</b> Services to Eligible Private School Children</p>	<p style="text-align: center;"><b>Does Not Meet</b></p>	<p style="text-align: center;"><b>Meets</b></p>	<p style="text-align: center;"><b>Exceeds</b></p>	<p style="text-align: center;"><b>N/A</b></p>
<p><b>Notes:</b></p>				
<p>4. The district developed, in consultation with the private school, a process to identify eligible private school students for Title I services. Note: The low-income students that generate funding for Title I, Part A services are not necessarily those that will qualify and receive services. [See ESSA 1117(b).] <b>Required Documentation:</b> Listing of low-income data for private school students with PII redacted. <b>Notes:</b></p>				
<p>5. The district consulted with private school officials to determine the measure used to identify low-income private school students who generated funding for services. The measure is comparable to the low-income measure used by the district. [See ESSA 1117(b).] <b>Required Documentation:</b> Listing of low-income data for private school students with PII redacted. <b>Notes:</b></p>				
<p>6. The district has explained the complaint policy and process to private school officials. [See ESSA 1117(c)(2).] <b>Required Documentation:</b> Copy of the private school complaint policy and observation during interviews with the private school that the complaint process has been explained by the district. <b>Notes:</b></p>				
<p>7. The district has effective policies and procedures in place to resolve complaints against its administration of private school services, particularly if private school officials believe that timely and meaningful consultation has not occurred. The policies and procedures direct appeals to KDE if the district resolution is not satisfactory to the private school's officials. [See ESSA 1117(c)(2).] <b>Required Documentation:</b> Copy of the private school complaint policy. <b>Notes:</b></p>				
<p>8. The district provides equitable services to eligible private school students based on the consultation agreement. Services started at the same time services started for public school children. [See ESSA 1117(a)(3).]</p>				

<p style="text-align: center;"><b>Required Activities</b> Services to Eligible Private School Children</p>	<p style="text-align: center;"><b>Does Not Meet</b></p>	<p style="text-align: center;"><b>Meets</b></p>	<p style="text-align: center;"><b>Exceeds</b></p>	<p style="text-align: center;"><b>N/A</b></p>
<p><b>Required Documentation:</b> Evidence that services support those listed in the equitable services consultation packet.</p> <p><b>Notes:</b></p>				
<p>9. Services effectively supplement and coordinate with regular services provided in the classroom and do they hold reasonable promise of improving student academic performance. [See ESSA 1117(a)-(c).]</p> <p><b>Required Documentation:</b> Evidence that services support those listed in the equitable services consultation packet.</p> <p><b>Notes:</b></p>				
<p>10. The district has policies and procedures in place to effectively exercise administrative direction and control over all aspects of private school services including the obligation of funds, hiring of staff and materials, equipment and property that support services to private school children The district maintains an inventory of materials and supplies as applicable. [See ESSA 1117(d).]</p> <p><b>Suggested Documentation:</b> Inventory of equipment and supplies used to provide private school services, employment or service contracts for private school service providers.</p> <p><b>Notes:</b></p>				
<p>11. The district allocates a percentage of the private school reservation in administrative costs for any staff member overseeing equitable services who is paid in part or in full with Title I funds. [See <a href="#">2 CFR 200.403(a)</a> and <a href="#">200.404</a>.]</p> <p><b>Required Documentation:</b> FY2024 GMAP private school pages and private school MUNIS (310KN and 310KP) showing equitable services administration where applicable.</p> <p><b>Notes:</b></p>				
<p>12. The district has effective policies and procedures in place to assess the effectiveness of the Title I, Part A program toward enabling participating private school children to meet the standards agreed upon by the district and the private school. The program is adjusted because of the evaluation process. [See ESSA 1117(b).]</p> <p><b>Suggested Documentation:</b> Meeting agendas and detailed minutes or other strong documentation in which</p>				

<p style="text-align: center;"><b>Required Activities</b> Services to Eligible Private School Children</p>	<p style="text-align: center;"><b>Does Not Meet</b></p>	<p style="text-align: center;"><b>Meets</b></p>	<p style="text-align: center;"><b>Exceeds</b></p>	<p style="text-align: center;"><b>N/A</b></p>
<p>monitoring and evaluation of services and student achievement are discussed.</p> <p><b>Notes:</b></p>				
<p>13. The providers of services (i.e., teachers, paraeducators) are under contract with the public-school district or employees of a third-party contractor and not under a contract as a private school employee during the time that Title I services are occurring. [See ESSA 1117(d).]</p> <p><b>Required Documentation:</b> Time and effort records or schedules for district-contracted staff providing services for the 2023-2024 school year.</p> <p><b>Notes:</b></p>				
<p>14. The Title I teacher and paraeducator employed by the district to provide equitable services to identified private school students meet the qualification requirements. <i>Note: This requirement does not apply to teachers or paraeducators hired through a third-party contractor.</i> [See ESSA 1112(c)(6).]</p> <p><b>Required Documentation:</b> Staff credentials for those providing services.</p> <p><b>Notes:</b></p>				
<p>15. If the district employs a paraeducator, the paraeducator is under the direct supervision of a public school-employed teacher. [See ESSA 1111(g)(2)(M) and question D-1 of the <a href="#">Title I Paraprofessionals Non-Regulatory Guidance</a>.]</p> <p><b>Suggested Documentation:</b> Teacher and paraeducator schedules showing the paraeducator works in close and frequent proximity with the teacher.</p> <p><b>Notes:</b></p>				
<p>16. If the district contracts with a third-party to provide Title I services to eligible private school children, the district used a competitive RFA process for approving and monitoring a third-party contractor. [See ESSA 1117(d)(2).]</p> <p><b>Required Documentation:</b> As applicable, Request for Application (RFA) process.</p> <p><b>Notes:</b></p>				
<p>17. The district has provided opportunities for teachers of participating private schools and third-party</p>				

<p style="text-align: center;"><b>Required Activities</b> Services to Eligible Private School Children</p>	<p style="text-align: center;"><b>Does Not Meet</b></p>	<p style="text-align: center;"><b>Meets</b></p>	<p style="text-align: center;"><b>Exceeds</b></p>	<p style="text-align: center;"><b>N/A</b></p>
<p>contracted employees to participate, on an equitable basis, in professional development activities. [See ESSA 1117(a)(1)(B).]</p> <p><b>Required Documentation:</b> As applicable, professional learning attendance documentation for private school teachers of participating students and those district-contracted staff providing services.</p> <p><b>Notes:</b></p>				
<p>18. The district monitors and ensures effective, ongoing communication occurs between the Title I teacher and parents of Title I participants concerning students' academic success. [See ESSA 1117(a)(1)(B).]</p> <p><b>Suggested Documentation:</b> Sample communications between private school service providers and parents of participating students with PII redacted.</p> <p><b>Notes:</b></p>				
<p>19. There are effective parent and family engagement activities in place between the district and the parents of the private school participants. [See ESSA 11170(a)(1)(B).]</p> <p><b>Suggested Documentation:</b> Examples of parent and family engagement activities.</p> <p><b>Notes:</b></p>				
<p>20. There is a school-family compact which meets the requirements of ESSA 1116(d) in place between the district and the parents of the private school participants. The compact is being implemented and monitored for success. <i>Refer to the <a href="#">compact checklist</a> on KDE's website for requirements.</i> [See ESSA 1117(a)(1)(B).]</p> <p><b>Required Documentation:</b> Sample, signed parent and family compacts.</p> <p><b>Notes:</b></p>				
<p>21. The district ensures that services, materials and equipment are secular, neutral and non-ideological. [See ESSA 1117(a)(2).]</p> <p><b>Suggested Documentation:</b> Strong documentation (meeting agendas and detailed minutes, email correspondence, etc.) demonstrating the services, materials and equipment being used with participating private school students have been discussed.</p>				

Required Activities Services to Eligible Private School Children	Does Not Meet	Meets	Exceeds	N/A
Notes:				

**Best Practices**

- District staff can describe how the district verifies students being served live within the district boundaries.
- Services are provided to private schools. These services go beyond classroom materials and professional learning.
- The district either hires all staff or contracts with a third party (i.e., Sylvan Learning Center) to provide services to private school students. If the district contracts with a third-party to provide services, the district follows all procedures relating to an RFA to ensure an effective contractor is selected. District staff can explain the RFA evaluation process.
- The district Title I, Part A Coordinator oversees private school services, including tracking student performance.
- Consultation with private school officials and the evaluation of services is ongoing throughout the year. District staff considers private school official opinions and request when designing a program to meet students’ needs.
- Private school teachers working with Title I students are invited to attend professional development (PD) conducted by the district, but also have opportunities to attend PD that meets other identified needs.
- The district uses multiple, objective educational criteria to determine which students receive Title I services.
- Title I, Part A services to private schools (including professional learning, parent and family engagement, and student services) begin at the same time that the public-school system year starts.
- The list of private school students receiving services is fluid, allowing for students mastering standards to move out of the program and another student in need to enter the program.

**IX. Fiscal Management [Sections 1118, 1121-1127, 8306, Parts 76 and 200 of EDGAR, and 704 KAR 3:365]**

Districts selected for monitoring should upload one to two pieces of relevant documentation for each indicator. Please note, it will be necessary to schedule an interview with the finance officer.

Required Activities Fiscal Management	Does Not Meet	Meets	Exceeds	N/A
1. Schools’ and the district’s staffing and financial expenditures/obligations are consistent with the approved GMAP application. [See ESSA 8306(a)(1) and Parts 76 and 200 of EDGAR.]				

<p style="text-align: center;"><b>Required Activities</b> Fiscal Management</p>	<p style="text-align: center;"><b>Does Not Meet</b></p>	<p style="text-align: center;"><b>Meets</b></p>	<p style="text-align: center;"><b>Exceeds</b></p>	<p style="text-align: center;"><b>N/A</b></p>
<p><b>Required Documentation:</b> Detailed month-to-date MUNIS budget report with purchase order-level details for the <i>current fiscal year</i> showing all projects (310K, 310KM, and if applicable 310KN and 310KP) budgeting and expenditures to-date.</p> <p><b>Notes:</b></p>				
<p>2. Separate accounting of Title I funds is maintained in MUNIS by individual school. [See ESSA 8306(a)(5) and Parts 76 and 200 of EDGAR.]</p> <p><b>Required Documentation:</b> Detailed month-to-date MUNIS budget report with purchase order-level details for the <i>current fiscal year</i> showing all projects (310K, 310KM, and if applicable 310KN and 310KP) budgeting and expenditures to-date. The total amount budgeted for each served school should align with the PPA page in the approved GMAP application and the total allocations should not be overspent.</p> <p><b>Notes:</b></p>				
<p>3. The district's supplement, not supplant, methodology includes the following information:</p> <ul style="list-style-type: none"> <li>• An account of the distribution of state and local funds, including staff, resources and services such as professional development, in a Title I- neutral manner, including all state and local funds that the district uses for the education of students;</li> <li>• An account of the staffing and services allocations with real calculations and numbers to support it, which may be based on the staffing allocation districts already provide to KDE;</li> <li>• An accompanying narrative to explain the funding and staffing distributions; and</li> <li>• Supporting documentation. [See ESSA 1118(b).]</li> </ul> <p><b>Please note, some districts are exempt from the supplement, not supplant methodology requirement. The monitoring notification letter the district receives from KDE will indicate if the district is exempt from this requirement. Please see the <a href="#">U.S. Department of Education informational document</a>, Question 26, p. 20 for information on exemptions.</b></p> <p><b>Required Documentation:</b> Unless exempt, the district's supplement, not supplant methodology and data with real calculations that supports the district's methodology.</p>				

<p align="center"><b>Required Activities</b> Fiscal Management</p>	<p align="center"><b>Does Not Meet</b></p>	<p align="center"><b>Meets</b></p>	<p align="center"><b>Exceeds</b></p>	<p align="center"><b>N/A</b></p>
<p><b>Notes:</b></p>				
<p>4. The district has standard written allowability procedures in place outlining the steps taken by the district to ensure all purchases made with Title I, Part A funds are allowable and uses them for purchasing. The procedures, at minimum, address whether purchases are reasonable, allocable, necessary and documented. [See ESSA 8306(a)(1) and Parts 76 and 200 of EDGAR.]</p> <p><b>Suggested Documentation:</b> The district’s written allowability procedures and evidence that the procedures are being implemented with fidelity.</p> <p><b>Notes:</b></p>				
<p>5. The district adequately safeguards all assets purchased with Title I funds to ensure that they are used solely for authorized purposes. Internal controls, including an inventory of Title I purchases where applicable, are in place. [See ESSA 8306(a)(6)(B), Parts 76 and 200 of EDGAR, <a href="#">2 CFR 200.302</a> and <a href="#">2 CFR 200.318</a>.]</p> <p><b>Required Documentation: (1)</b> Internal written process or procedures outlining the steps taken by the district to ensure the safeguarding of assets purchased with Title I funds <b>and (2)</b> evidence that the process is being implemented with fidelity.</p> <p><b>Notes:</b></p>				
<p>6. The district disposes of unneeded Title I equipment in accordance with appropriate regulations. [See ESSA 8306(a)(1) and Parts 76 and 200 of EDGAR.]</p> <p><b>Suggested Documentation:</b> Disposal policies and procedures and an inventory of disposed items if applicable.</p> <p><b>Notes:</b></p>				
<p>7. The documentation provided supports the data used to complete the most recently approved Comparability Report for districts required to calculate comparability. <b>KDE staff must verify the following matches the approved report: date of data pull, enrollment numbers, FTE staffing lists, and as applicable, the salary data.</b> [See ESSA 1118(c).]</p> <p><b>Please note, some districts are exempt from calculating comparability. The monitoring notification letter the district receives from KDE will indicate if the district is exempt from this requirement.</b></p>				

<p style="text-align: center;"><b>Required Activities</b> Fiscal Management</p>	<p style="text-align: center;"><b>Does Not Meet</b></p>	<p style="text-align: center;"><b>Meets</b></p>	<p style="text-align: center;"><b>Exceeds</b></p>	<p style="text-align: center;"><b>N/A</b></p>
<p><b>Required Documentation: (1)</b> Enrollment Summary Reports from Infinite Campus with an effective date that matches the date listed on the 2023-2024 Comparability Report <b>and (2)</b> staffing list by location and funding source with the full-time equivalency (FTE) of each position. The list should clearly delineate the staff counted toward the comparability report as well as staff excluded from the report. <i>Please note: Districts using salary comparison to demonstrate comparability must provide salary data that supports the most current, approved Comparability Report rather than FTE staffing reports.</i></p> <p><b>Notes:</b></p>				
<p>8. Title I records are retained in accordance with 2 CFR 200.334. [See ESSA 8306(a)(1) and Parts 76 and 200 of EDGAR, <a href="#">2 CFR 200.334</a>.]</p> <p><b>Suggested Documentation:</b> Records retention policies and written procedures outlining the steps taken by the district to ensure the appropriate records are retained.</p> <p><b>Notes:</b></p>				
<p>9. The district has written procedures in place describing how the expenditure of funds in meeting the 15% carryover provision is monitored. If the district was granted a carryover waiver within the previous three years, this may indicate policies and procedures are not in place or are not being followed. [See ESSA 1127.]</p> <p><b>Required Documentation: (1)</b> 15% carryover monitoring policies and written procedures <b>and (2)</b> evidence that the procedures for the monitoring of timely expenditure of funds are being implemented with fidelity (examples: agendas and detailed minutes from regular meetings between leadership and school administration, emails or communication providing regular expenditure updates, or a narrative describing the process for monitoring the timely expenditure of funds).</p> <p><b>Notes:</b></p>				
<p>10. No more than 15% of the previous fiscal year’s allocation was carried over to the current fiscal year. If the district carried over more than 15%, the approved carryover limitation waiver request is on file with KDE. [See ESSA 1127.]</p> <p><b>Required Documentation: (1)</b> MUNIS budget report for the previous fiscal year (310J, 310JM, 310JN, 310JP) for the period 7/1/2022 – 9/30/2023. <b>(2)</b> Email approval of the carryover limitation waiver request if one was</p>				



<p align="center"><b>Required Activities</b> Fiscal Management</p>	<p align="center"><b>Does Not Meet</b></p>	<p align="center"><b>Meets</b></p>	<p align="center"><b>Exceeds</b></p>	<p align="center"><b>N/A</b></p>
<p>requested.</p> <p><b>Notes:</b></p>				
<p>11. If funds were carried over from the previous fiscal year to the current in the following categories: homeless, parent and family engagement, and services to eligible private school children, those funds were spent for activities in the same categories, in addition to the required set-asides for the current year. [See ESSA 1127 and <a href="#">Title I Fiscal Issues Non-Regulatory Guidance</a>, section D.]</p> <p><b>Documentation:</b> Detailed month-to-date MUNIS budget reports with purchase-order level details <i>for the previous fiscal year</i> that show Homeless (310J), Private School (310JN and 310JP) and Parent and Family Engagement (310JM) expenditures. If funds were carried over in these categories, the district should have plans in place and be able to speak to how the funds will be spent.</p> <p><b>Notes:</b></p>				
<p>12. The district has written procedures in place for time and effort. These written procedures should be specific to the district and include instructions for:</p> <ul style="list-style-type: none"> <li>• The completion of time and attendance reporting;</li> <li>• The approval cycle that is required;</li> <li>• The processing of personnel charges to federal awards;</li> <li>• The internal review process that will be established to ensure effective internal control over the federal award. [2 CFR 200.430(i).]; and</li> <li>• The necessary adjustment required so that the final amount charged to the federal award for the salary is accurate, allowable and properly allocated (2 CFR 200.430 (i)(8)). This justification must occur at least annually.</li> </ul> <p><b>Required Documentation:</b> Written time and effort procedures outlining the steps the district will take to ensure that personnel charges to federal awards are accurate, allowable and properly allocated, including a process for after-the-fact review of interim charges made to the federal award based on budget estimates.</p> <p><b>Notes:</b></p>				
<p>13. The district maintains documentation for any employees paid in full or in part with Title I funds to</p>				

<p align="center"><b>Required Activities</b> Fiscal Management</p>	<p align="center"><b>Does Not Meet</b></p>	<p align="center"><b>Meets</b></p>	<p align="center"><b>Exceeds</b></p>	<p align="center"><b>N/A</b></p>
<p>support the allocability, veracity and accuracy of the work performed. [<a href="#">2 CFR 200.430 (i)</a>.]</p> <p><b>Suggested Documentation:</b> Documentation to support the allocability, veracity and accuracy of the work performed for all employees paid in whole or in part with Title I funds. Documentation such as signed, dated semi-annual certification and/or monthly personnel activity (PAR) reports, or another prior KDE-approved documentation system must support the district’s written time and effort procedures.</p> <p><b>Notes:</b></p>				
<p>14. Districts that are required to have an annual local audit, charged only the Title I portion of the audit to the Title I account, if applicable. [See ESSA 8306(a)(1) and Parts 76 and 200 of EDGAR.]</p> <p><b>Required Documentation:</b> If applicable, the month-to-date MUNIS budget report demonstrating that only the Title I portion of the audit was charged to the Title I account.</p> <p><b>Notes:</b></p>				
<p>15. The district has adopted a written procedure for the receipt and resolution of complaints alleging a Title I, Part A violation. [See ESSA 8503 and <a href="#">704 KAR 3:365</a>.]</p> <p><b>Required Documentation:</b> Complaint or grievance policies and procedures. Evidence the procedures have been followed, as applicable.</p> <p><b>Notes:</b></p>				
<p>16. The two most recent financial audits are free of any Title I, Part A findings. If there were findings, they have been resolved or are in the process of being resolved. [See ESSA 8306(a) and Parts 76 and 200 of EDGAR.]</p> <p><b>Required Documentation:</b> Local audits can be found on the KDE website.</p> <p><b>Notes:</b></p>				

**Best Practices**

- District staff is aware of how Title I, Part A funds are being expended.
- Independent auditors have not contacted KDE concerning suspicious or questionable expenses. The Office of Education

Accountability has not investigated the district in relation to its Title I, Part A program.

- District staff can explain the process for approving/denying Title I, Part A expenditures.
- Receipts and/or detailed invoices from vendors such as Amazon, Walmart and Oriental Training Company are saved to document specific items purchased.
- Food purchases for parent and family engagement events are limited in relation to the size of the district allocation.
- District staff can demonstrate that schools are meeting the state-funded staffing allocation prior to using Title I, Part A funds to hire staff.
- District staff can explain how assets purchased with Title I, Part A funds are safeguarded.
- The district Title I, Part A coordinator can locate Title I, Part A records and can discuss the archive procedures.