

## Idaho ESEA Federal Programs Monitoring

- LEA Onsite Final Report – 2016-2017
- Self-Assessment Tool – 2016-2017
- LEA Desk Final Report – 2016-2017



Idaho Department of Education

LEA: \_\_\_\_\_

Date of Program Review: \_\_\_\_\_

LEA Superintendent, FPD, Business Manager: \_\_\_\_\_

ISDE Team: \_\_\_\_\_

This form is available at the Federal Program Monitoring site located at <http://www.sde.idaho.gov/federal-programs/program-monitoring/> .

Federal Programs	
	Program Effectiveness and Student Achievement: Title I-A, Title I-C, Title II-A, Title III-A, Title VI-B, Title IX-A (Homeless Children and Youth)
	Great Teachers and Leaders: Title I-A, Title I-C, Title II-A, Title III-A, Title VI-B
	Transparent Accountability: Title I-A, Title I-C, Title II-A, Title III-A, Title VI-B, Title IX-A
	Equitable Services to Private School Students (Title I-A, Title I-C, Title II-A, Title III-A, etc.)
	Title I-D Neglected or Delinquent
	Title IX-A McKinney-Vento Homeless Education (SUBGRANT ONLY)

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

### FOR SELF ASSESSMENTS ONLY:

I certify that to the best of my knowledge, the information contained herein is true and correct. My name below serves as my electronic signature and certification.

\_\_\_\_\_  
Superintendent's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Federal Program Director's Signature

\_\_\_\_\_  
Date

[insert date]

[insert Superintendent's name], Superintendent  
[insert district name and number]

Dear Superintendent [insert Superintendent's last name]:

Thank you for assisting the Idaho State Department of Education (SDE) in the Federal Programs Monitoring process for [insert district's name]. This visit was conducted on [insert monitoring date(s)]. The following Federal Programs were monitored: [insert all of the federal programs monitored].

Following this letter is the Final Report, which reflects information gathered from a review of program documentation, district staff interviews, school staff and parent interviews, and classroom observations. Recommendations and findings are included in the report. Technical Assistance, such as contact information for a resource or a link to a sample, is offered where there are findings. Although the district is not required to formally respond to the recommendations, it is important to consider them.

Please respond, in writing, to the Findings and send the District's Response Report to Kathy Gauby, Title I Coordinator, by [insert a date about 30 days from the monitoring review]. For the LEA Response Report, identify each finding and include specific documentation to satisfy the finding OR submit a Corrective Action Plan that includes 1) reference to the finding; 2) a specific measurable objective for satisfying the finding; 3) timeline(s); and 4) clear lines of responsibility. Please do not hesitate to contact any of the program coordinators (see below) with questions as the district's Response Report is prepared.

If the LEA has comments about the monitoring process, the LEA is encouraged to contact Karen Seay at [kseay@sde.idaho.gov](mailto:kseay@sde.idaho.gov) or at 208.332.6978.

Thank you for the cooperation and assistance your district provided the reviewers during the program monitoring. It is in this spirit of support that SDE submits this Final Report. It is our sincere desire that through cooperative assessment of the federal programs, the quality of services to academically at-risk students is strengthened.

Sincerely,

[insert name of SDE Reviewer or Team Lead]

Cc:[insert name of Federal Programs Director], Federal Programs Director

**Program Coordinators:**

Title I-A Improving Basic Programs- Kathy Gauby: 208.332.6889 or [kgauby@sde.idaho.gov](mailto:kgauby@sde.idaho.gov)

School Improvement/Educator Effectiveness- Tyson Carter: 208.332.6917 or [tcarter@sde.idaho.gov](mailto:tcarter@sde.idaho.gov)

Family & Community Engagement- Jill Mathews: 208.332.6855 or [jmathews@sde.idaho.gov](mailto:jmathews@sde.idaho.gov)

Title I-C Migrant Education Program - Sarah Seamount: 208.332.6958 or [sseamount@sde.idaho.gov](mailto:sseamount@sde.idaho.gov)

Title I-D Neglected, Delinquent, or At-Risk- Tina Naillon: 208.332.6904 or [tmnaillon@sde.idaho.gov](mailto:tmnaillon@sde.idaho.gov)

Title II-A Supporting Effective Instruction- Teresa Burgess: 208.332.6891 or [tburgess@sde.idaho.gov](mailto:tburgess@sde.idaho.gov)

Title III-A English Learner Program- Alissa Metzler- 208.332.6905 or [ametzler@sde.idaho.gov](mailto:ametzler@sde.idaho.gov)

Title VI-B Rural Education Initiative- Tina Naillon: 208.332.6904 or [tmnaillon@sde.idaho.gov](mailto:tmnaillon@sde.idaho.gov)

Title IX-A Homeless Education & Youths- Tina Naillon: 208.332.6904 or [tmnaillon@sde.idaho.gov](mailto:tmnaillon@sde.idaho.gov)

Funding & Fiscal Accountability- Elmira Feather: 208.332.6900 or [efeather@sde.idaho.gov](mailto:efeather@sde.idaho.gov)

School Choice Coordinator- Michelle Clement Taylor: 208.332.6963 or [mtaylor@sde.idaho.gov](mailto:mtaylor@sde.idaho.gov)

**English Learner & Migrant Education Director- Christina Nava:** 208.332.6876 or [cnava@sde.idaho.gov](mailto:cnava@sde.idaho.gov)

**Federal Programs Director- Karen Seay:** 208.332.6978 or [kseay@sde.idaho.gov](mailto:kseay@sde.idaho.gov)

**SDE Team Recommendations or overall comments after conducting the monitoring review:**

# I. Program Effectiveness and Student Achievement

Indicator ID	Indicator	Supporting Documentation	Compliance Status			Recommendations; Findings with Corrective Action
			Yes	No	NA	
<b>I.A. STUDENT IDENTIFICATION</b>						
<b>Title I-A Improving Basic Programs</b>						
I.A.1	<p><b>Targeted Assistance Schools (NCLB 1115)</b> All children served by Title I in a Targeted assistance building are identified as failing, or most at risk of failing to meet the State's student academic achievement standards on the basis of multiple, educationally related, objective criteria. Homeless children are eligible for Title I regardless of their attendance in a Title I served building, NCLB 1115(b)</p>	<p><input type="checkbox"/> Copy of targeted rank order list that includes multiple educational objective criteria used to identify students for services</p> <p>In accordance with Senate Bill 1371, the LEA must remove all personally identifiable data and/or information before submitting documentation</p> <p><a href="#">Targeted Assistance Program Guidance</a></p>				
<b>Title I-C Migrant Education Program</b>						
I.A.2	<p>The LEA accurately recruits and qualifies eligible children and youth based on the requirements the law and maintains accurate records. 1309(2-5), 1304 (c)(8)</p>	<p><b>IDENTIFICATION &amp; RECRUITMENT:</b></p> <p><input type="checkbox"/> Evidence of attending state &amp;, regional, ID &amp; R training <b>(SDE will review prior to the visit)</b></p> <p><input type="checkbox"/> Evidence of the LEAs Re-Interviewing <b>(satisfied with approved CFSGA)</b></p> <p><input type="checkbox"/> Annual Summary as evidence of the LEAs Re-Interviewing <b>(SDE will review prior to the visit)</b></p> <p><input type="checkbox"/> Quality Control Plan <b>(CFSGA)</b></p> <p><input type="checkbox"/> Review number and severity of errors found on Certificates of Eligibility (COEs) for the past year <b>(SDE will review prior to the visit)</b></p> <p><input type="checkbox"/> Certificates of Eligibility (COE) active and expired <b>(SDE will review on-site).</b></p> <p><input type="checkbox"/> Family Liaison Record Keeping Log <b>(SDE will review on-site).</b></p>				<p>Quality Control Plan - <b>SATISFIED WITH APPROVED CFSGA PLAN and EVIDENCE FROM ONSITE INTERVIEW</b></p>
<b>Title III-A Language Instruction for English Learners &amp; Immigrant Students Program</b>						
I.A.3	<p>The district has accurately identified all students who have a primary home language other than English, assessed identified students, placed eligible students in an EL program, and notified parents of initial and continuing English language development program placement. Title VI of the Civil Rights Act of 1964; Section 3302(a)</p>	<p><b>LEA English Learner Program Documentation</b></p> <p><input type="checkbox"/> LEA has accessible, written processes and procedures for identifying, assessing, and placement of eligible students into an English language development program (i.e. EL program manual, flowchart, EL role/responsibilities).</p> <p><b>Student Identification</b></p>				

		<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Current State-Approved Home Language Surveys. <a href="http://www.sde.idaho.gov/el-migrant/el/files/guidance/sample-program-forms/Home-Language-Survey.docx">http://www.sde.idaho.gov/el-migrant/el/files/guidance/sample-program-forms/Home-Language-Survey.docx</a> (SDE will review student cumulative records on-site).</i></li> </ul> <p><b>Student Placement Testing</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> List of certified W-APT proctors. <b>(SDE will review WIDA certifications prior to the onsite visit).</b></li> <li><input type="checkbox"/> Completed W-APT placement tests (Writing booklet, Scoring Summary Sheet and if applicable the Score calculator report). <b>(SDE will review student cumulative records on-site).</b></li> </ul> <p><b>Student Program Placement and Parent Notification</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sampling of parent notifications of initial and continuing placement in the EL program and contains all the components required under Section 3302(a) (1-8). <b>(SDE will review student cumulative records on-site).</b></li> <li><input type="checkbox"/> LEA waiver form and copies of completed waivers if applicable.</li> </ul>				
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**Title IX-A McKinney-Vento Homeless Education Program**

<p><b>I.A.4(A)</b> <b>revised</b></p>	<p>The LEA shall describe the services provided homeless children and youths, to support the enrollment, attendance, and success of homeless children and youth, in coordination of services provided under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.).” 20 U.S.C.6312(b)(6).</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence of identification procedures and forms (one at time of enrollment / registration that asks for nighttime residence and once during the year)</li> <li><input type="checkbox"/> Evidence of process for data collection, tracking attendance, academic progress (State Assessment results for students identified as homeless compared to non-homeless students) and reporting to ISEE of homeless students</li> <li><input type="checkbox"/> Visit <a href="http://www.sde.idaho.gov/federal-programs/homeless/index.html">http://www.sde.idaho.gov/federal-programs/homeless/index.html</a> for a Sample School District</li> </ul>				
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		Enrollment/ Residency and eligibility forms				
<b>I.A.4(B)</b> <b>NEW</b>	The LEA treats information about a homeless child's or youth's living situation as a student education record, and shall not be deemed to be directory information, under section 444 of the General Education Provisions Act (20 U.S.C. 1232g)." 42 U.S.C. 11432(g)(3)(G).	<input type="checkbox"/> Enrollment and living situation documents are kept in secure student files. <b>(SDE will review student cumulative records on-site).</b>				
<b>I.B</b>	<b>PROGRAM NEEDS ASSESSMENT, SERVICES, &amp; EVALUATION</b>					
<b>Title I-A Improving Basic Programs</b>						
<b>I.B.5</b>	<p><b>Schoolwide Program Criteria (NCLB 1114)</b> Implementation of a schoolwide program includes the following plan components:</p> <ol style="list-style-type: none"> <li><b>Schoolwide reform strategies</b> incorporated in the over-all instructional program: <ol style="list-style-type: none"> <li>provides opportunities to meet proficient and advanced academic achievement levels;</li> <li>addresses needs of all students in school, particularly low-achieving and at-risk students and have a process to determine if those needs have been met;</li> <li>uses effective instructional practices based on scientific research that strengthen the core academic program, provide enriched and accelerated curriculum, increase the amount and quality of learning time such as extended school year and before-and-after school and summer programs, include strategies for meeting educational needs of historically underserved populations, and are consistent with and designed to implement State and local improvement plans;</li> </ol> </li> <li><b>Instruction by qualified teachers</b> with ongoing professional development: <ol style="list-style-type: none"> <li>includes strategies to attract qualified teachers;</li> <li>provides high quality and ongoing professional development for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all students to meet the State's academic standards; and align professional development with the State's academic standards;</li> <li>devotes sufficient resources to carry out effectively the professional development activities described above;</li> <li>includes teachers in professional development activities regarding the use of academic assessments for making adequate yearly progress to enable them to</li> </ol> </li> </ol>	<p>Reviewers will look for evidence supporting the implementation of the Schoolwide components through:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Interview with teachers and principal at each school</li> <li><input type="checkbox"/> Classroom observations</li> <li><input type="checkbox"/> Documentation, as applicable</li> </ul>				<p>NOTE: Some of the Schoolwide components from this section are reviewed in other indicators of this report.</p>

	<p>provide information on and to improve the achievement of individual students and the overall instructional program;</p> <p><b>3. Parental involvement:</b></p> <p>a. parents must be involved in the planning, review, and improvement of the schoolwide program plan;</p> <p>b. the schoolwide program must have a parental involvement policy (plan) that includes strategies, such as family literacy services, to increase parental involvement (see 1118(c)through (f) and 9101 (32), and describes how the school will provide individual student academic assessment results including an interpretation of those results to the parents of students who participate in the academic assessments;</p> <p><b>4. Additional support:</b> Schoolwide program includes activities to ensure that students who experience difficulty attaining the proficient or advanced levels of academic achievement standards are provided with effective, timely additional support to ensure that these students' difficulties are timely identified and provide sufficient information on which to base effective assistance to those students;</p> <p><b>5. Transition :</b> Elementary programs must include plans for assisting preschool students in the successful transition from early childhood programs (Head Start, Even Start, Early Reading First, preschool programs under IDEA or State-run preschool) to the schoolwide program; NCLB, Sec.1114; 34 CFR200.28</p>				
<p><b>I.B.6</b></p>	<p>Schoolwide program evaluation:</p> <ul style="list-style-type: none"> <li>• Annually evaluates implementation of and results achieved using data from the State's annual assessments;</li> <li>• Determine whether the SW program has been effective in increasing achievement of students in meeting State standards;</li> <li>• Revise the plan based on the evaluation to ensure continuous improvement of students ;</li> </ul> <p>34 CFR 200.26</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify who is involved in the program evaluation process and consider how often the team meets</li> <li><input type="checkbox"/> Identify data from which information is gathered and analyzed for evaluating the effectiveness of the schoolwide program</li> <li><input type="checkbox"/> How have the needs of the school changed since last year? Consider the school population, instructional staff changes, school climate changes, etc.</li> <li><input type="checkbox"/> Analyze the effectiveness of core instruction</li> <li><input type="checkbox"/> Analyze State Assessment data</li> <li><input type="checkbox"/> Provide meeting evidence including dated agendas with sign-in/ attendance sheets indicating positions</li> </ul>			

		<input type="checkbox"/> Describe the process for implementing instructional and programmatic changes based on data  <b>NOTE:</b> Once the schoolwide plan is approved, the annual program evaluation requirement is critical. A formal evaluation process must be in place and documented.  <a href="#">Schoolwide Program Evaluation Sample</a>			
I.B.7	<b>Targeted Assistance Schools (NCLB 1115)</b> Documentation supports the components of a Targeted Assistance School Program: <ul style="list-style-type: none"> <li>• Use of Title I resources to help participating children meet State’s student academic achievement standards expected for all children;</li> <li>• Ensures that planning for students served is incorporated into existing school planning;</li> <li>• Use of effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that gives primary consideration to providing extended learning time, such as extended school year, before-and-after-school, and summer programs; helps provide an accelerated, high-quality curriculum, including applied learning; and minimizes removing children from the regular classroom during regular school hours for instruction;</li> <li>• Coordinates and supports the regular education program, which may include assisting preschool children in the transition from early childhood programs like Head Start, or preschool programs to elementary school programs;</li> <li>• Provides instruction by qualified teachers;</li> <li>• Provides opportunities for professional development for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff who work with participating children;</li> <li>• Provides strategies to increase parental involvement as described in section 1118, such as family literacy services;</li> <li>• Coordinates and integrates Federal, State, and local services and programs, such as violence prevention programs, nutrition programs,</li> </ul>	<input type="checkbox"/> Program Observation <input type="checkbox"/> Teacher and principal interview <input type="checkbox"/> Evidence that the Targeted Assistance program includes required components – Reviewer considerations: <ul style="list-style-type: none"> <li>• How is it determined who will be provided supplemental instruction? What screening tool is used?</li> <li>• What kind of extended learning time (Tier II) do targeted students receive?</li> <li>• Does this extended learning time reduce removing children from the regular classroom during the regular school hours for instruction?</li> <li>• How is school planning connected to the planning for students served?</li> <li>• Are methods and instructional strategies including curriculum, based on scientifically based research that strengthens the core program?</li> <li>• Is instruction provided by qualified teachers?</li> <li>• Describe the kinds of professional development activities Title I-A teachers and paraprofessionals are provided.</li> <li>• What kinds of strategies are provided to increase parental involvement?</li> <li>• What tool(s) is used to monitor the progress of students? How often are students progress monitored?</li> <li>• How often is the program evaluated and what does this process look like? Who is involved in evaluating the effectiveness of the targeted assistance program?</li> </ul>			NOTE: Some of the Targeted Assistance components from this section are reviewed in other indicators of this report.



	<p>housing programs, Head Start, adult education, vocational and technical education, and job training; and</p> <ul style="list-style-type: none"> <li>• Reviews, on an ongoing basis, the progress of participating children and revises the program, if necessary, to provide additional assistance to enable children to meet the State's academic achievement standards, such as extended school year, before-and after-school, and summer programs and opportunities, training for teachers regarding how to identify students who need additional assistance, and training for teachers regarding how to implement student academic achievement standards in the classroom, NCLB 1115, (c)(1-2)</li> </ul>				
<b>Title VI-B Rural and Low-Income Schools (RLIS) Program</b>					
<b>I.B.8</b>	<p>Rural and Low-Income evaluation: Grant funds are used to support measurable goals and objectives that increase student academic achievement and/or decrease student dropout rates Sec.6224(a)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify who is involved in the evaluation process</li> <li><input type="checkbox"/> Documentation of Measureable goals to be achieved stated in the RLIS plan in the CFSGA</li> <li><input type="checkbox"/> Documents for academic achievement, identify data from which information is gathered and analyzed for evaluating the effectiveness of the RLIS program</li> </ul>			
<b>Title I-C Migrant Education Program</b>					
<b>I.B.9</b>	<p>The LEA identifies the special educational and support needs of all migrant children including preschool children and children who have dropped out of school; The LEA measures migrant student progress against the desired outcomes of the migrant education program and state academic content standards, 1304(b), 1304(c)(5)1306(a)(A-C)</p>	<p><b>COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Documentation of the LEA Migrant needs assessment may include the following: <ul style="list-style-type: none"> <li>--CNA team members</li> <li>--CNA Timeline</li> <li>--Agenda/Minutes of meetings</li> </ul> </li> <li><input type="checkbox"/> Documentation of analysis of following data: <ul style="list-style-type: none"> <li>--Completed parent, student, staff surveys</li> <li>--Focus group findings</li> <li>--Comparison of migrant vs PFS migrant vs. non migrant on state assessments (IRI, ISAT, ACCESS 2.0)</li> </ul> </li> </ul>			
<b>I.B.10</b>	<p>As part of the comprehensive needs assessment, the LEA identifies and addresses the needs of migrant children in coordination with other categorical programs and provides migrant children the opportunity to meet state academic content standards. 1306(a)(1)(F)(G)</p>	<p><b>COORDINATION OF SERVICES:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence of collaboration between local, state, and federal programs including Title I-A, early childhood, and Title III-A (i.e. agendas, meeting minutes, CFSGA Plans, email correspondence, case manager/graduation</li> </ul>			

		<p>specialist collaboration logs, etc.).</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> List of migrant students receiving migrant program services including the name of the service and the migrant service provider</li> <li><input type="checkbox"/> List of migrant students receiving other program services including interventions and any other academically related programs (i.e. Title I, EL, Special Ed., reading interventions, McKinney-Vento, Gifted Programs, College Readiness Programs, etc.).</li> </ul>			
I.B.11	<p>The LEA provides educational continuity for migrant students through the timely transfer of educational and health records 1304(b)(3), 1308(b)(1)</p>	<p><b>TIMELY RECORDS TRANSFER</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Sample of COE in migrant students cumulative records (SDE will review student cumulative records on-site).</i></li> <li><input type="checkbox"/> <i>Evidence of communication with receiving districts of migrant students (i.e. email, family liaison logs, and FTP records transfer) (SDE will review Family Liaison logs on-site).</i></li> <li><input type="checkbox"/> <i>Quarterly Data Verification checklist for use of Migrant Student Information System (MSIS) &amp; the Migrant Student Information Exchange (MSIX) (SDE will review prior to on-site) .</i></li> </ul>			
I.B.12	<p>State and local agencies must address students' unique needs with a plan that is integrated with other Federal programs, provides migrant children with an opportunity to meet State standards, specifies measurable program goals and outcomes, encompasses the full range of services available to migrant children reflects joint planning, and provides for the integration of MEP services with those provided by other programs. 1304(c)(5), 1304(b)(1)(D), 1306(a)(1)(D-E)</p>	<p>MEASURABLE PROGRAM OUTCOMES (MPOS):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Progress made toward meeting MPOs using MPO Chart. Access MPO Chart at: <a href="http://www.sde.idaho.gov/federal-programs/program-monitoring/files/lep-migrant/technical/Progress-Towards-MPOs.docx">http://www.sde.idaho.gov/federal-programs/program-monitoring/files/lep-migrant/technical/Progress-Towards-MPOs.docx</a></li> </ul>			
I.B.13	<p>The LEA gives priority to migratory children who are failing, or most at risk of failing to meet the State's challenging State academic content standards and challenging State student academic achievement standards, and whose education has been interrupted during the regular school year, 1304(d)</p> <p>The law also allows for continuation of services to a child who ceases to be a migratory child at for 1 term, 1 additional school year, or until graduation if comparable services are not available through other programs, 1304(e)</p>	<p><b>PRIORITY FOR SERVICES &amp; CONTINUATION OF SERVICES</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Priority for Services (PFS) students (SDE will review list through MSIS).</i></li> <li><input type="checkbox"/> <i>Written procedures that PFS migrant students are being served on a priority basis through the migrant program. (SDE will review CFSGA)</i></li> <li><input type="checkbox"/> <i>List of Continuation of Services (COS) students (SDE will review through MSIS)</i></li> <li><input type="checkbox"/> <i>Written procedures for identification process and</i></li> </ul>			<p><b>SATISFIED WITH AN APPROVED CFSGA PLAN</b></p>

		services to COS students				
I.B.14	The Regional Migrant Identification and Recruitment Coordinator provides technical assistance to LEAs according to the sub-award agreement <b>1304(b),(c)</b> <b>**Only applies to districts w/ sub-award with SDE</b>	<b>REGIONAL ID&amp;R COORDINATOR SUB-AWARD:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence of the regional ID&amp;R coordinator adhering to the deliverables in the sub-award agreements <ul style="list-style-type: none"> <li>--Agendas and sign-in sheets of regional trainings</li> <li>--<i>Regional Travel Logs (SDE will review prior to onsite)</i></li> <li>--<i>Regional calendars with district visits for technical assistance (SDE will review prior to onsite)</i></li> <li>--<i>Quarterly Data Verification Checklists (SDE will review prior to onsite)</i></li> </ul> </li> <li><input type="checkbox"/> Revenue and Expense Report or General Ledger - to include revenue, expenditures and remaining balance</li> <li><input type="checkbox"/> Budget Report – to include budgets and may also include actual expenses</li> <li><input type="checkbox"/> Detailed Ledger Report – to include detailed expenditure transactions: type of expense, vendor name, date, and amount</li> <li><input type="checkbox"/> Budget Report for previous year if the LEA is reporting carryover in the current year</li> </ul>				

**Title III-A Language Instruction for English Learner & Immigrant Students Program**

I.B.15	Each student identified for the <b>CORE EL program</b> receives a high-quality program of instruction that uses approaches, methodologies, and curricular materials/resources that are based on scientific research and proven effective with English Learners.  Title VI of the Civil Rights Act of 1964 Castañeda v Pickard {648 F.2d 989 (5th Cir., 1981)}	<ul style="list-style-type: none"> <li><input type="checkbox"/> Class rosters for All Secondary EL courses/groups with letter grades</li> <li><input type="checkbox"/> EL or bilingual Ed. curriculum/course descriptions</li> <li><input type="checkbox"/> <i>List of English Language Development materials and resources (SDE will review CFSGA for State EL)</i></li> <li><input type="checkbox"/> <i>Completed Educational Learning Plans (ELPs) for English Learners (SDE will review student records on-site)</i></li> <li><input type="checkbox"/> <i>List of K-12 English Learners identified who are also identified for Special Education (SDE will review ISEE data)</i></li> </ul>				
I.B.16	Academic/Content instruction for English Learners is designed and implemented to ensure that they meet the district's content and performance standards for their respective grade levels in a reasonable amount of time, 3121(a)(2)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sample of rosters with secondary student letter grades for Academic/Content courses (Rosters shall indicate English Learners to compare achievement to non-EL peers)</li> </ul>				

		<input type="checkbox"/> Sampling of Secondary transcripts for English Learner schedules with grades <input type="checkbox"/> Evidence that ELs are placed in and participating in coordinated services/activities– GT, Advanced Placement courses, Title-I program, extracurricular (schedules or class rosters indicating English Learners) <input type="checkbox"/> <i>List of K-12 English Learners identified who are also identified for Special Education (SDE will review ISEE data)</i> <input type="checkbox"/> <i>Graduation data for English Learners (SDE will review ISEE data)</i>			
I.B.17	The LEA demonstrates that the Core EL program and academic courses indicate that English Learners are achieving and sustaining parity of linguistic and academic achievement with students who entered the district's school system already proficient in English. Title VI of the Civil Rights Act of 1964, [648 F. 2d 989 (5th Circuit, 1981)], 3122(a)(1)(2)(3), 1111(b)(2)(B)	<input type="checkbox"/> <i>Longitudinal AMAO data for English Learner subgroup</i>			<b>This indicator is on hold for the 2016-2017 school year.</b>
I.B.18	The LEA has created a Title III-A Plan to use Title III-A funding to increase the English proficiency levels of EL students by providing high-quality language instruction educational programs that are based on scientifically based research that demonstrate the effectiveness...in increasing – English proficiency; and student academic achievement in the core academic subjects... 3115(c), 3116	<input type="checkbox"/> <i>District CFSGA Title III-A Plan</i> <input type="checkbox"/> Evidence of on-going progress monitoring of Title III-A plan (i.e. Administrative or coaching observation documentation, District and School Level current and/or Longitudinal data on the linguistic proficiency and academic achievement of ELs)			<b>SATISFIED WITH AN APPROVED CFSGA PLAN &amp; OBSERVABLE EVIDENCE OF IMPLEMENTATION</b>
I.B.19	The LEA monitors for a minimum of two years, the progress of students exited from the program to ensure correct classification, placement, and additional support if needed, 3121(a)(4), 3127	<input type="checkbox"/> <i>Submit LEA's written policy or procedure for exiting and monitoring English Learners from the EL program.</i> <input type="checkbox"/> <i>List of exited students by monitoring year and grade level (i.e., X1, X2) (SDE will review ISEE data)</i> <input type="checkbox"/> <i>Sampling of Exit Forms for X1 &amp; X2 students (SDE will review student cumulative records on-site).</i> <input type="checkbox"/> <i>Sampling of Monitoring forms which include multiple data sources such as: state assessment scores, district assessment scores, grades, teacher feedback, attendance, etc. (SDE will review student cumulative records on-site).</i>			<b>SATISFIED WITH AN APPROVED CFSGA PLAN &amp; ONSITE REVIEW OF STUDENT CUMULATIVE RECORDS</b>
I.B.20	The LEA has a process for entering and verifying ISEE & ELMS data for English Learners, 3121, 3123, EDGAR 34 CFR 76.731	<input type="checkbox"/> Submit LEA's written policy or procedure for timely and effectively entering and verifying ISEE data for English Learners.			

		<input type="checkbox"/> SDE will review ISEE spreadsheet for the most current months upload <input type="checkbox"/> SDE will review ELMS annual data entry to verify that data was submitted during the collection window			
<b>Title IX-A McKinney Vento Homeless Education Program</b>					
<b>I.B.21 Revised</b>	<p>The LEA has designated an <i>appropriate</i> staff person as the liaison for homeless children and shall inform school personnel, service providers, advocates working with homeless families, parents and guardians of homeless children and youths, of the duties required of the liaison. 42 U.S.C. 11432(g)(6)(B).</p> <p>Liaison shall ensure that... (ix) school personnel providing services under this subtitle receive professional development and other support." 42 U.S.C. 11432(g)(6)(A)(ix).</p>	<input type="checkbox"/> An <i>appropriate</i> person is designated as liaison-someone who has the capacity to carry out assigned duties described in the law. (Use Check list of duties when interviewing Liaison) <input type="checkbox"/> Evidence (trainings dates, agendas, sign-in sheets, etc.) that school personnel have been informed of the liaison's duties and the requirements of Title IX-A Homeless Education <input type="checkbox"/> Evidence of homeless education training for staff in non-Title I-A schools and shelters ,if applicable			
<b>NEW (Will monitor in 2017-2018)</b>	The LEA has a procedure to ensure that the liaison participates in professional development and other technical assistance activities as determined appropriate by the State Coordinator.	<input type="checkbox"/> Evidence of procedure for liaison to participation in regional face to face meeting once a year, webinars, and e-mail is current			<b>This requirement is effective October 1, 2016. However, this indicator will not be monitored during the 2016-2017 school year. Monitoring of this indicator will begin during the 2017-2018 school year.</b>
<b>I.B.22 Revised</b>	<p>The LEA has developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youths, and the enrollment and retention of homeless children and youths in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences." 42 U.S.C. 11432(g)(1)(l).</p> <p>The policy includes assurance that homeless children and youth are not stigmatized or segregated and ensure that transportation is provided at the request of parent/guardian to and from the school of origin</p>	<input type="checkbox"/> Copy of policy adopted by governing board that describes rights of homeless students and the requirements of the LEA in serving these students. (Policy should include; Rights of Homeless children and youth, Definitions, Identification, School selection, Transportation, Disputes, Services, Free Meals, Training, Coordination, Preschool, and Dissemination of educational rights) <input type="checkbox"/> Visit <a href="http://www.sde.idaho.gov/feral-programs/homeless/">http://www.sde.idaho.gov/feral-programs/homeless/</a> for Sample LEA Homeless Education Policies			
<b>NEW (Will monitor in 2017-2018)</b>	The LEA has a procedure that ensures homeless children and youths who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, on-line learning, and charter school programs, if such programs are available at the State and local levels." 42 U.S.C. 11432(g)(1)(F)(iii).	<input type="checkbox"/> Written procedure that remove barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, on-line learning, and charter school programs			<b>This indicator will not be monitored during the 2016-2017 school year. Monitoring of this indicator will begin during the 2017-2018 school year.</b>
<b>I.B.23 Revised</b>	Public notice of the educational rights of homeless children and	<input type="checkbox"/> Sample posters and brochures			

	<p>youths is disseminated in locations frequented by parents or guardians of such children and youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, in a manner and form understandable to the parents and guardians of homeless children and youths, and unaccompanied youths.” 42 U.S.C.11432(g)(6)(A)(vi).</p>	<input type="checkbox"/> List of locations where materials are posted (schools, shelters, public libraries, and soup kitchens)			
<p><b>NEW (Will monitor in 2017-2018)</b></p>	<p><b>SCHOOL STABILITY-</b> In determining the best interest of the child or youth the LEA shall-- (i) to the extent feasible presume that keeping the child or youth in the school of origin is in the child's or youth's best interest, except when doing so is contrary to the request of the child's or youth's parent or guardian, or (in the case of an unaccompanied youth) the youth.” 42 U.S.C. 11432(g)(3)(B)(i).</p> <p>(ii) consider student-centered factors related to the child's or youth's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the child's or youth's parent or guardian or (in the case of an unaccompanied youth) the youth.” 42 U.S.C. 11432(g)(3)(B)(ii).</p> <p>the term “school of origin” shall include the designated receiving school at the next grade level for all feeder schools.” 42 U.S.C. 11432(g)(3)(I)(ii).</p>	<input type="checkbox"/> Written student-centered factors related to determining the child's or youth's best interest <input type="checkbox"/> On site interview with liaison and federal programs director. Who is involved in the process? How did you come up with your list of factors? How do you ensure access to the designated receiving school or feeder schools?			<p><b>This indicator will not be monitored during the 2016-2017 school year. Monitoring of this indicator will begin during the 2017-2018 school year.</b></p>
<p><b>I.B.24 Revised</b></p>	<p>The LEA has a process for the resolution of disagreements, including procedures for homeless families and youth to appeal school placement decisions made by the LEA, including written explanations, dispute resolution processes and provision of services during appeal process, 42 U.S.C. 11432(g)(3)(E)(ii).</p>	<input type="checkbox"/> Written policies and sample letter explaining placement decisions including procedures for homeless families and youth to appeal school placement decisions <input type="checkbox"/> Policy needs to align with the State's process.  NOTE: Even if placement disputes have not occurred before, the LEA is required to have a written plan and procedures describing how to proceed in the event resolution/appeal is sought  NOTE: Students must be immediately enrolled in the school of origin or the local attendance area during the dispute process.  <input type="checkbox"/> Sample available at <a href="http://www.sde.idaho.gov/federal-programs/homeless/">http://www.sde.idaho.gov/federal-programs/homeless/</a>			
<p><b>I.B.25 Revised</b></p>	<p>The LEA coordinates McKinney-Vento services with local social services agencies and shall</p>	<input type="checkbox"/> Evidence of coordination/collaboration			

	ensure that... (iv) homeless families and homeless children and youths receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services.” 42 U.S.C. 11432(g)(6)(A)(iv).	with social services agencies, local community action partners, H&W navigator, etc. and/or  <input type="checkbox"/> Evidence of coordination/collaboration with other LEAs on inter-district issues and/or  <input type="checkbox"/> Evidence of coordination/collaboration with other departments within district, such as Title I-A and other federal programs, transportation, etc.  <input type="checkbox"/> Evidence of coordination with Higher Education for the purpose of FAFSA			
<b>NEW (Will monitor in 2017-2018)</b>	Unaccompanied youth (III) are informed of their status as independent students under section 480 of the Higher Education Act of 1965 (20 U.S.C. 1087v) and that the youths may obtain assistance from the liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid described in section 483 of such Act (20 U.S.C. 1090).” 42 U.S.C.11432(g)(6)(A)(x)(III).	<input type="checkbox"/> Evidence that unaccompanied youth are informed of their status as independent students under section 480 of the Higher Education Act of 1965  <input type="checkbox"/> Evidence that the unaccompanied youth have been informed they may obtain assistance from the liaison to receive verification of independent student status for the purposes of the Free Application for Federal Student Aid described in section 483 of such Act (20 U.S.C. 1090).”  (Example: signed and dated statement of information received by student. Brochure given out to all eligible youth on independent students under section 480 of the Higher Education Act of 1965 and verification of independent student status for the purposes of the Free Application for Federal Student Aid)			<b>This indicator will not be monitored during the 2016-2017 school year. Monitoring of this indicator will begin during the 2017-2018 school year.</b>
<b>Title I-A Foster Care Program</b>					
<b>NEW (Will monitor in 2017-2018)</b>	<b>LEAs</b> will designate a Point of Contact (POC) for Foster Care Liaison to the Health & Welfare Department (and notify State Department of Education). <i>The LEA POC may be the LEA McKinney-Vento Liaison.</i> ESSA 1112 (c)(5)(A)	Responsibilities include: <ul style="list-style-type: none"> <li>• Coordinating with local CWAs to develop a process for implementing ESSA provisions</li> <li>• Leading development of best interest determination process</li> <li>• Facilitating the transfer of records and immediate enrollment and data sharing with CWAs</li> <li>• Developing and coordinating local transportation procedures</li> </ul>			Note: The phrase “awaiting foster care placement” will be removed from the McKinney-Vento Homeless Assistance Act’s definition of homeless children and youth on December 10, 2016  Children in foster care remain in the school of origin unless there is a determination that it is not in his or her best interest.  <b>This indicator will not be monitored during the 2016-2017 school year. Monitoring of this indicator will begin during the 2017-2018 school year.</b>
<b>Title VI-B Rural and Low-Income Schools (RLIS) Program</b>					
<b>I.B.26</b>	The LEA is using Title VI-B funds as approved in their CFSGA application; can include any or all of the following: (1) Teacher recruitment and retention, including the use of	<input type="checkbox"/> CFSGA application has been approved  <input type="checkbox"/> Documentation that supports the implemented of activities selected by			

	<p>signing bonuses and other financial incentives.  (2) Teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers.  (3) Educational technology, including software and hardware, as described in part D of title II.  (4) Parental involvement activities.  (5) Activities authorized under the Safe and Drug-Free Schools program under part A of title IV.  (6) Activities authorized under part A of title I.  (7) Activities authorized under title III.  Sec 6222 (a)</p>	<p>the LEA to support with RLIS funding</p> <p><input type="checkbox"/> Expenditure reports</p>				
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<b>I.C</b>	<b>ASSESSMENT</b>
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<b>Title III-A Language Instruction for English Learner &amp; Immigrant Students Program</b>
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<b>I.C.27</b>	<p>The LEA has a process for annually assessing the English proficiency of <u>All</u> English Learners in grades K-12 and maintains assessment results for all English Learners, 3113, 3115, 1111(b)(7)Title III-A</p>	<p><input type="checkbox"/> LEA's written policy or procedure for verifying number and percentage of English Learners tested on ELP assessment</p> <p><input type="checkbox"/> LEA's written policy or procedure for providing appropriate accommodations for ELs with active IEP on the ELP assessment (<i>SDE review WIDA AMS</i>)</p> <p><input type="checkbox"/> Evidence that the WIDA assessments are given by certified testing administrators. (WIDA Certificates)</p> <p><input type="checkbox"/> Evidence (trainings dates, agendas, sign-in sheets, etc.) that district/school personnel have been informed of the process for annual assessing all K-12 Title III-A EL students</p> <p><input type="checkbox"/> List of English Learners not tested on the annual ELP assessment. (<i>SDE review previous year ACCESS for students who were tested and shouldn't have been and for students who should have been tested and weren't</i>)</p> <p><input type="checkbox"/> <b>SDE will review W-APT placement test and ELP results in student cumulative records onsite.</b></p> <p><input type="checkbox"/> <i>SDE will review ELMS W-APT entries before onsite visit</i></p> <p><input type="checkbox"/> <i>LEA has someone assigned to these roles:</i></p> <ol style="list-style-type: none"> <li>1. <i>Title III EL Programs Coordinator (IDCI)</i></li> <li>2. <i>ID English Language Proficiency Assessment Coordinator (IDCI)</i></li> </ol>				
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		3. ELM.Editor (ISEE admin tool user role)				
<b>I.D</b>		<b>PARAPROFESSIONALS</b>				
<b>Title I-A Improving Basic Programs</b>						
<b>Title I-C Migrant Education Program (Schoolwide)</b>						
<b>Title III-A Language Instruction for English Learner &amp; Immigrant Students Program (Schoolwide)</b>						
<b>Title VI-B Rural and Low-Income Schools (RLIS) Program (Schoolwide)</b>						
<b>I.D.28</b>	<p>All instructional paraprofessionals in a Schoolwide building and paraprofessionals in a Targeted Assistance building who are funded by Title I-A must be under the direct supervision of a qualified teacher, 1119(g)(3)(A); §200.59 and §200.58</p> <p>("Direct supervision" is defined in guidance as: 1) the teacher plans the instructional activities; 2) the teacher evaluates the achievement of the students; 3) the paraprofessional must work in close and frequent proximity to the qualified teacher.)</p>	<p><b>Title I-A Documentation:</b></p> <p><input type="checkbox"/> Paraprofessional schedule including where instruction is provided and the HQ instructor supervising during each instructional session</p> <p><b>Title I-C &amp; Title III-A Documentation for instructional paraprofessionals in a Schoolwide program:</b></p> <p><input type="checkbox"/> Paraprofessional schedule including where instruction is provided and the qualified instructor supervising during each instructional session</p> <p><input type="checkbox"/> Documentation of collaborative meetings between paraprofessionals and supervising teachers— inclusive of dates of meetings, activities done, lesson planning done, items discussed, etc.</p>				
<b>Title I-A Improving Basic Programs</b>						
<b>I.D.29</b>	Title I-A paraprofessionals are assigned and provide duties consistent with Federal regulations, NCLB 1119(g)(2)(A-G)	<input type="checkbox"/> Interview paraprofessionals				
<b>I.D.30</b>	Paraprofessionals may assume limited duties that are assigned to similar personnel who are not working in a Title I-A program, NCLB 1119(g)(3)(B)	<input type="checkbox"/> Schedule that includes instructional and non-instructional duties for all building paraprofessionals in a schoolwide program and for instructional paraprofessionals paid from Title I-A in a targeted assistance program <input type="checkbox"/> Interviews				
<b>I.E</b>		<b>PARENT NOTIFICATIONS AND INVOLVEMENT</b>				
<b>Title I-A Improving Basic Programs</b>						
<b>I.E.31</b>	At the beginning of each school year, the local educational agency (LEA) notified parents in all Title I-A served buildings that they may request information regarding the professional qualifications of students' classroom teachers, NCLB 1111 (h)(6)(A)	<input type="checkbox"/> Samples of parent notification for each Title I-A building, in multiple languages as practicable. <input type="checkbox"/> Visit and click on the Sample Parent Notification for Teacher Qualifications link <a href="http://www.sde.idaho.gov/federal-programs/program-monitoring/">http://www.sde.idaho.gov/federal-programs/program-monitoring/</a> <a href="#">Parent Notification for Teacher Qualifications</a>				
<b>I.E.32</b>	<b>Inactive indicator for 2016-2017</b>					
<b>I.E.33</b>	The LEA ensures that each participating school provides to individual parents information on	<input type="checkbox"/> Sample of redacted individual student reports				

	the level of achievement of the parent's child in each of the State's academic assessments as required (1111(h)(6)(B)(i))	<input type="checkbox"/> Dated cover letter sent with the report OR DRC Parent Brochure and Report				
I.E.34	<b>Inactive indicator for 2016-2017</b>					
I.E.35	<b>Inactive indicator for 2016-2017</b>					
I.E.36	The LEA written parent involvement policy is developed with the parents, agreed upon by the parents, and disseminated to parents of Title I and Migrant participating students, NCLB 1118 (a)	<input type="checkbox"/> Copy of policy with all the required elements <input type="checkbox"/> Evidence of annual review with parent involvement such as: notification of meetings, list of attendees, minutes of meetings, agendas <input type="checkbox"/> Evidence that the policy was distributed to parents <input type="checkbox"/> Visit <a href="http://www.sde.idaho.gov/federal-programs/program-monitoring/">http://www.sde.idaho.gov/federal-programs/program-monitoring/</a> for a sample LEA Parent Involvement Policy & checklist of required elements <a href="#">Local Education Agency (LEA) Parental Involvement Policy Checklist</a>				
I.E.37	Each school building has a parent involvement policy (plan) 1118(b). The plan is made available to the local community and is updated periodically, NCLB 1118 (b)	<input type="checkbox"/> Copy of building parent involvement policy (plan) with all the required components <input type="checkbox"/> Evidence of dissemination to parents and community <input type="checkbox"/> Evidence of review process taking place with parent involvement <input type="checkbox"/> Visit <a href="http://www.sde.idaho.gov/federal-programs/program-monitoring/">http://www.sde.idaho.gov/federal-programs/program-monitoring/</a> for a checklist of required elements  <a href="#">School Parental Involvement Policy Checklist</a>  <a href="#">School Parent Involvement Plan Sample</a>				
I.E.38	Each Title I school jointly develops with parents for all children served under Title I, a school parent compact. School distributes compact to parents annually, NCLB 1118 (d)	<input type="checkbox"/> Evidence that the Compact contains required elements and is distributed annually <input type="checkbox"/> Visit <a href="http://www.sde.idaho.gov/federal-programs/program-monitoring/">http://www.sde.idaho.gov/federal-programs/program-monitoring/</a> for a sample Compact checklist of required elements  <a href="#">Parent Compact Sample</a>				
I.E.39	An annual meeting is convened to which all parents of students in a schoolwide program and participating students in a targeted assistance program are invited to inform parents of their school's participation in Title I and to explain Title I requirements and	<input type="checkbox"/> Provide a copy of meeting notification(s), agenda, meeting notes/minutes, and sign-in/attendance list  <a href="#">Annual Meeting and</a>				

	the right of parents to be involved, NCLB 1118 (c)	<a href="#">Notification Requirements</a>				
I.E.40	Assistance, materials, and training have been provided specifically to Title I-A parents to help build capacity for their involvement, NCLB 1118 (e)	<input type="checkbox"/> Description and timeline of activities including copies of materials, training agendas, etc. <input type="checkbox"/> Evidence that schools provide assistance to parents in understanding content and achievement standards, assessments, and how to monitor their child's progress <input type="checkbox"/> Evidence that parents are provided materials and training to help their children succeed in school, such as literacy training and using technology				
I.E.41	The LEA reserves no less than 1% of its Title I-A allocation (if ≥ \$500,000) for parental involvement activities, including promoting family literacy and parenting skills, NCLB 1118(a)(3)(A)	<input type="checkbox"/> CFSGA Budget Page <input type="checkbox"/> Evidence that funds are used to promote parent involvement <input type="checkbox"/> Title I-A set aside and budget pages				
I.E.42	The LEA distributes at least 95% of parental involvement funds to participating schools, ESEA 1118(a)(3)(C)	<input type="checkbox"/> School level budget report for each participating school indicates an allocation from the LEA for parent involvement activities				
I.E.43	Parents of children receiving services are involved in the decisions regarding how parental involvement funds are allotted for parental involvement activities, 1118(a)(3)(B)	<input type="checkbox"/> Meeting agenda, notes/minutes, and sign-in/attendance sheet <input type="checkbox"/> Copy of survey, if applicable <input type="checkbox"/> Visit <a href="http://www.sde.idaho.gov/federal-programs/program-monitoring/">http://www.sde.idaho.gov/federal-programs/program-monitoring/</a> for a sample  <a href="#">Parent Title I Program Survey Sample</a>				
<b>Title I-C Migrant Education Program</b>						
I.E.44	District and regional parent advisory councils (PACs) fulfill their responsibilities: <ul style="list-style-type: none"> <li>Establish migrant education program goals, objectives, and priorities based on: <ul style="list-style-type: none"> <li>Reviewing needs assessment, service delivery plan, and district MEP activities (i.e. assist with planning parent involvement activities)</li> <li>Revise and advise district in planning district program activities, 1304(c)(3) and 1306(a)(1)(B)(ii)</li> </ul> </li> </ul>	<input type="checkbox"/> Evidence that migrant parents are involved in the planning, implementation and evaluation of the program: <ul style="list-style-type: none"> <li>List of PAC members</li> <li>Notices of meetings, invitations and correspondence in English and Spanish</li> </ul> <input type="checkbox"/> Agenda & Minutes of PAC meetings in English and Spanish <input type="checkbox"/> Sign-in/attendance list of PAC members				
<b>Title III-A Language Instruction for English Learner &amp; Immigrant Students Program</b>						
I.E.45	<b>Inactive indicator for 2016-2017</b>					
I.E.46 <b>inactive</b>	An LEA that has not made progress on AMAOs informs parents of EL students of such status within 30 days, 3302(b)	<input type="checkbox"/> District letter sent to parents if LEA does not meet AMAO targets ( <b>SDE will review letter uploaded to CFSGA</b> )				<b>This indicator is on hold for the 2016-2017 school year.</b>

<p><b>I.E.47</b></p>	<p>The LEA ensures that the notifications sent to parents are in an understandable and uniform format and, to the extent practicable, in a language the parents can understand, 3302(c);2000 OCR Memorandum</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Copies of letters sent to parents in English and other applicable language(s) (i.e. district/school/classroom policy/procedures, newsletters, permission forms)</li> <li><input type="checkbox"/> Copies of Interpreter Confidentiality Agreements (if available)</li> </ul>				
<p><b>I.E.48</b></p>	<p>The LEA ensures that it implements an effective means of outreach to parents of English Learners regarding their education as specified in Section 3302(e)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence of LEA's commitment to involving parents of English Learners (i.e. district policy, parent involvement policy, mission statements).</li> <li><input type="checkbox"/> Evidence of outreach invitations: <ul style="list-style-type: none"> <li><input type="checkbox"/> <b><u>Signed attendance sheets with parents of English Learners clearly identified/highlighted.</u></b></li> <li><input type="checkbox"/> Other examples of evidence outreach <b>may</b> include meeting minutes, PowerPoint presentations, survey samples and overall results, copies of call logs, home visits and notes from these interactions.</li> </ul> </li> </ul>				
<p><b>I.E.49</b></p>	<p>Parents, staff, and community members participate in developing, implementing, and evaluating ELD program, 3303(e)(1)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence of meeting notices, agendas, and notes related to the development, implementation and evaluation of the EL program</li> <li><input type="checkbox"/> Evidence of how the information above was analyzed to inform programmatic evaluation.</li> <li><input type="checkbox"/> Signed attendance sheets with participant names and roles</li> </ul>				

**I.F IMMIGRANT PROGRAMS**

**Title III-A Language Instruction for English Learner & Immigrant Students Program**

<p><b>I.F.50</b></p>	<p>The LEA uses Immigrant funds to serve immigrant children and youth as required by Section 3115</p> <p>The term "immigrant children and youth" as defined in section 3301(6) of Elementary and Secondary Education Act (ESEA), means individuals who-</p> <ol style="list-style-type: none"> <li>1) are aged 3 through 21;</li> <li>2) were not born in any State; and</li> <li>3) have not been attending one or more schools in any one or more States for more than 3 full academic years.</li> </ol> <p><b>*An immigrant student may or may not also be EL, and an EL</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence of activities conducted for Immigrant students that meet the grant goals.</li> <li><input type="checkbox"/> Records of expenditures for staff, activities materials, and equipment specifically used to serve immigrant students</li> <li><input type="checkbox"/> Copy of randomly selected purchase orders – double signed for purchases made with Immigrant funds</li> <li><input type="checkbox"/> <i>ELPs for immigrant students (if applicable) (SDE will review student cumulative records on-site).</i></li> </ul>				<p style="color: red; text-align: center;"><b>Only applies to Districts with Immigrant Funding</b></p>
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	student may or may not also be immigrant.	<input type="checkbox"/> List of immigrant students (SDE will review ISEE data) <input type="checkbox"/> District Immigrant Plan with description of program(s) serving immigrant students				
<b>I.G</b>	<b>ACADEMIC ACHIEVEMENT</b>					
<b>Title I-A Improving Basic Programs</b>						
I.G.51	<b>Inactive indicator for 2016-2017</b>					
I.G.52	<b>Inactive indicator for 2016-2017</b>					
I.G.53	<b>Inactive indicator for 2016-2017</b>					
<b>I.H</b>	<b>SCHOOL IMPROVEMENT GRANT</b>					
<b>Title I-A Improving Basic Programs</b>						
I.H.54	The LEA complies with the requirements for a School Improvement Grant, 1003(g)	Documentation for all of the following is required: <input type="checkbox"/> Evidence of resources that the LEA provided to school(s) related to the implementation of the SIG model, i.e. collaboration, data analysis, effective practice guidance <input type="checkbox"/> Evidence indicating how the LEA communicates and works with school principal(s) as a team to monitor SIG and ensure appropriate implementation <input type="checkbox"/> Evidence indicating the LEA's evaluation criteria for staff (principal and teacher evaluation criteria, rubric for evaluations; pay for performance plan, etc.) <input type="checkbox"/> Evidence of professional development activities specific to SIG (memos, announcements, attendance sheets, agendas) <input type="checkbox"/> Documentation outlining the LEA's criteria and evaluation process for screening and selecting new instructional programs or strategies (How is data used to make the selection?) <input type="checkbox"/> Evidence of increased learning time (How has learning time increased and how is it documented? What impact is this having on student learning?) <input type="checkbox"/> Evidence of communication with parents and the community about the implementation of SIG (letters to parents, fliers, announcements, agendas, attendance sheets, minutes from parent/community meetings)				

		<input type="checkbox"/> Evidence that the LEA ensures that the school has a plan in place to address safety issues. (How is the school environment a safe and supportive place, i.e. physical, social, and emotional?)				
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## II. Great Teachers and Leaders

Indicator ID	Indicator	Examples of Supporting Documentation	Compliance Status			Recommendations; Findings with Corrective Action
			Yes	No	NA	
<b>II.A</b>	<b>PROGRAM SERVICES</b>					
<b>Title II-A Supporting Effective Instruction</b>						
II.A.55	Needs assessment was conducted with the involvement of teachers, including Title I-A teachers, and takes into account activities that give teachers the means, including subject matter knowledge and teaching skills, and to give principals the instructional leadership skills to help teachers provide students with the opportunity to meet academic achievement, Section 2122 (c)	<input type="checkbox"/> Evidence of local needs assessment that considers professional development and hiring needs to improve student achievement (locally created documentation, such as meeting minutes, copy of survey, student achievement data analysis, etc.) <input type="checkbox"/> List of teachers included in developing needs assessment (CFSGA) <input type="checkbox"/> Description of the results of the needs assessment (CFSGA)				<b>SATISFIED WITH AN APPROVED CFSGA PLAN!</b>
II.A.56	LEA has a professional development plan, Section 2122(a) and (b) whether or not Title II-A funds are used for professional development	Copy of district professional development plan; visit <a href="http://www.sde.idaho.gov/federal-programs/teacher/">http://www.sde.idaho.gov/federal-programs/teacher/</a> <input type="checkbox"/> for a sample template  Evidence that the plan is aligned with the Needs Assessment				<b>SATISFIED WITH PD PLAN UPLOADED IN CFSGA!</b>
II.A.57	Professional development plan includes a description of how teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in planning Title II-A funded activities, Section 2122(b)(7)	<input type="checkbox"/> Brief description of planning process and persons involved or agenda(s) and meeting minutes <input type="checkbox"/> List of participants who helped develop the plan (CFSGA)				<b>SATISFIED WITH AN APPROVED CFSGA PLAN!</b>
<b>Title II-A Supporting Effective Instruction</b>						
II.A.58	Professional development activities carried out by the LEA are aligned with state academic content standards, Section 2122(b)(1)(A), are based on scientifically based research, and explain why the activities are expected to improve student academic achievement, Section 2122(b)(1)(B)	<input type="checkbox"/> Matrix aligning professional development activities to state content standards and student achievement and scientifically based research or activities in the CFSGA				<b>SATISFIED WITH AN APPROVED CFSGA PLAN!</b>
II.A.59	Title II-A funded professional development activities have measurable and positive impact on student academic achievement in the classroom and are used as part of a broader strategy to eliminate the achievement gap separating low-income and minority students from other students, Section 2122(b)(2)	<input type="checkbox"/> Description of method used to determine extent to which the activities have an impact on student achievement <input type="checkbox"/> Data results and evidence of impact				<b>SATISFIED WITH AN APPROVED CFSGA PLAN!</b>
<b>II.B</b>	<b>PROFESSIONAL DEVELOPMENT</b>					
<b>Title I-C Migrant Education Program</b>						
<b>Title III-A Language Instruction for English Learner &amp; Immigrant Students Program</b>						

<p>II.B.60</p>	<p>The LEA provides ongoing and meaningful professional development programs and support for administrators, teachers, paraprofessionals, and other program staff specific to meeting the needs of migrant students and/or meeting the needs of English Learners, 1304(c)(6)(B), 3115(c)(2)</p>	<p><b>Title I-C Documentation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> District professional development calendar <b>highlighting migrant specific</b> professional development trainings</li> <li><input type="checkbox"/> Agendas and sign-in sheets for <b>migrant</b> specific professional development/trainings</li> <li><input type="checkbox"/> PowerPoint presentations or supporting materials associated with the training</li> </ul> <p><b>Title III-A Documentation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> District professional development calendar with EL trainings.</li> <li><input type="checkbox"/> Agendas, PowerPoint presentations and/or sample materials associated with trainings</li> <li><input type="checkbox"/> Sign-in sheets of participants with their role (teacher, paraprofessional, administrator)</li> <li><input type="checkbox"/> Training evaluations/surveys from staff</li> <li><input type="checkbox"/> Sign-in sheets of participants with their role (teacher, paraprofessional, administrator)</li> </ul> <p><b>**NOTE:</b> The focus of this indicator is PD on EL <b>instruction and strategies.</b> Evidence <b>could</b> include WIDA EL instructional and lesson planning trainings that are not assessment/standards focused. Assessment and WIDA standards focused trainings are addressed in the next indicator, II.B.65.</p>				
<p><b>Title III-A Language Instruction for English Learner &amp; Immigrant Students Program</b></p>						
<p>II.B.61</p>	<p>The LEA has disseminated information about the WIDA English Language Development (ELD) standards and provided training and technical assistance on implementation of the standards to all staff working with English Learners 3113, 3115(a), 3116(b)(1)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Training agendas, PowerPoints, sign-in sheets, feedback forms</li> <li><input type="checkbox"/> Walk-through observation documentation by administrative or coaching staff</li> <li><input type="checkbox"/> <i>Attendance of district personnel attending State/Regional language proficiency annual assessment updates training(s) and/or WIDA standards training. (SDE will review registrations and sign-ins)</i></li> </ul> <p><b>**NOTE:</b> The focus of this indicator is PD focused on <b>ELD standards and assessment.</b> Evidence <b>could</b> include WIDA EL assessment and ELD standards trainings that are not instructional strategies</p>				



		focused. Focused instructional strategies for ELs PD is addressed in the previous indicator, II.B.64.				
<b>II.C TEACHER and PARAPROFESSIONAL QUALIFICATIONS</b>						
Title I-A Improving Basic Programs						
Title II-A Supporting Effective Instruction						
Title VI-B Rural and Low-Income Schools (RLIS) Program						
II.C.62	<b>Inactive indicator for 2016-2017</b>					
Title I-A Improving Basic Programs						
II.C.63	<b>Inactive indicator for 2016-2017</b>					
Title I-A Improving Basic Programs						
Title I-C Migrant Education Program						
Title III-A Language Instruction for English Learner & Immigrant Students Program						
Title VI-B Rural and Low-Income Schools (RLIS) Program						
II.C.64 <b>(Will monitor in 2017-2018)</b>	The LEA ensures that all instructional paraprofessionals, who work in a Title I SW or are paid from Title I-A funds in a TA program meet professional qualification requirements, NCLB 1119 (c); §200.58	<input type="checkbox"/> SW: List of all instructional para-professionals, regardless of funding source, with documentation substantiating the professional qualification requirement <input type="checkbox"/> TA: List of all para-professionals, paid in whole or part with Title I-A funds, with documentation substantiating the professional qualification requirement <input type="checkbox"/> Evidence of high school diploma (or GED) AND <input type="checkbox"/> Evidence of AA degree or 32 college credits OR <input type="checkbox"/> Evidence of passing the Parapro Praxis <input type="checkbox"/> For information on the Parapro Praxis, visit <a href="http://www.ets.org/parapro/">http://www.ets.org/parapro/</a> <input type="checkbox"/> Evidence of funding source				<b>This indicator will not be monitored during the 2016-2017 school year.</b>
Title III-A Language Instruction for English Learner & Immigrant Students Program						
II.C.65	Teachers assigned to provide English language development or access to core curriculum instruction for EL students are appropriately authorized or actively in training for a bilingual or ESL/ENL certification/endorsement, 1119	<input type="checkbox"/> University transcripts ( <b>Only for endorsements in progress</b> ) <input type="checkbox"/> Bilingual or ESL/ENL certificate /endorsement				
Title II-A Effective Instruction & Leadership Program						
II.C.66	All teachers whose salaries are paid from Title II-A funds for class size reduction are properly certified and endorsed to teach in the areas to which they have been assigned, Section 2123(a)(2)(B).	<input type="checkbox"/> Evidence that the class-size reduction criteria have been met: <ol style="list-style-type: none"> <li>1. Based on needs assessment,</li> <li>2. Must reduce class size to 17 or fewer,</li> <li>3. In grades k-3,</li> <li>4. In classes taught by properly certified and endorsed teachers who adjust</li> </ol>				

		<p>instructional strategies to fit reduced-class size,</p> <p>5. For schools with at risk populations of students,</p> <p>6. Where the effort is sustained for the cohort group for at least two years.</p> <p><input type="checkbox"/> Interviews</p>				
<b>Title I-A Improving Basic Programs</b>						
<b>II.C.67</b>	The LEA ensures that low income and minority students are not taught, at higher rates than other students, by unqualified, out-of-field or inexperienced teachers Section 1112(c)(L)	<p><input type="checkbox"/> ISDE will run report by school and review for gaps</p> <p><input type="checkbox"/> Evidence of incentives for voluntary transfers, provision of professional development, recruitment programs and other effective strategies that are used to address any gaps where low-income students and minority students are taught at higher rates than other students by unqualified, out-of-field or inexperienced teachers</p>				

### III. Transparent Accountability

Indicator ID	Indicator	Examples of Supporting Documentation	Compliance Status			Recommendations; Findings with Corrective Action
			Yes	No	NA	
<b>III.A</b>	<b>FISCAL ACCOUNTABILITY</b>					
<b>Title I-A Improving Basic Programs</b>						
<b>Title I-C Migrant Education Program</b>						
<b>Title II-A Effective Instruction and Leadership Program</b>						
<b>Title III-A Language Instruction for English Learner &amp; Immigrant Students Program</b>						
<b>Title VI-B Rural and Low-Income Schools (RLIS Program)</b>						
<b>III.A.68</b>	<p><b>Cost Principles:</b></p> <ul style="list-style-type: none"> <li>Expenditures are maintained at the LEA for <b>each</b> Federal program (Title I-A, Title I-C, Title II-A, Title III-A, School Improvement Grants (SIG), and Rural and Low-Income School program (ESEA Title VI-B RLIS).</li> <li>Expenditures are for allowable and approved activities.</li> <li>Expenditures supplement/not supplant state and local funds.</li> <li>Expenditures are 1) necessary, reasonable and allocable; 2) conform with Federal law and grant terms; 3) consistent with State and local policies; 4) consistently treated as either direct cost or an indirect cost; 5) in accordance with GAAP; and 6) are adequately (properly) documented (OMB A-87;</li> </ul>	<p><b>Financial Reports by fund code:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Revenue and Expense Report or General Ledger - to include revenue, expenditures and remaining balance</li> <li><input type="checkbox"/> Budget Report – to include budgets and may also include actual expenses</li> <li><input type="checkbox"/> Gross Pay by Code Report – to include positions, names, and amounts</li> <li><input type="checkbox"/> Detailed Ledger Report – to include detailed expenditure transactions: type of expense, vendor name, date, and amount</li> <li><input type="checkbox"/> Budget Report for previous year if the LEA is reporting carryover in the current year</li> <li><input type="checkbox"/> Accounting report identifying positions paid in Salaries &amp; Benefits for each Federal</li> </ul>				

	<p>Sections 1003(g); 1112; 1114; 1304(c)(1)(A), 1304(c)(6); 1306(a)(1)(B)(iii); 1306(b);2123 (b); 6222(a); 2 CFR Part 200.403).</p> <p><b>State EL:</b> The core ELD instructional program provided to English Learners is paid for with State and local funds in order to meet <i>Castañeda and Lau</i> requirements,(Identification, screening, placement 3115(g)</p>	<p>program and by school for Title I-A</p> <p><input type="checkbox"/> List of all staff, <b>including FTEs and funding sources</b>, Required: Copy of staff breakdown-available at <a href="http://www.sde.idaho.gov/federal-programs/program-monitoring/">http://www.sde.idaho.gov/federal-programs/program-monitoring/</a></p> <p><input type="checkbox"/> Onsite interview of the business manager</p> <p><input type="checkbox"/> Onsite interview of the program staff if applicable</p> <p><b>*Important Notes:</b></p> <ol style="list-style-type: none"> <li>1. The budget report for each federal program must align to the CFSGA budget total and also by school for Title I-A</li> <li>2. For Title I-A only, the Detail Budget/ Expenditure report must also include the budget and expenditures by building</li> <li>3. If a school in the district has a School Improvement Grant (SIG), include a budget with expenditures related to the grant</li> <li>4. For Title VI-B the LEA reserved no more than the allowable 5% for administrative costs, Section 6222(b)</li> </ol>				
<b>Title I-C Migrant Education Program</b>						
III.A.69	<p>The LEA uses Title I-C funds only to support programs and projects outlined in the State Service Delivery Plan. 1304(b)(1) 1304(c)(1)(2), 1304(c)(7), 1306 (a)(1)</p>	<p><input type="checkbox"/> Detailed outline of assignments for ALL migrant funded staff, including the services each provides and the MPO each activity supports from the approved plan in the CFSGA.</p>				
<b>Title III-A Language Instruction for English Learner &amp; Immigrant Students Program</b>						
III.A.70	<p><b>Inactive indicator for 2016-2017</b></p>					
III.A.71	<p>The LEA uses only State or local funds for costs of staff, materials or equipment related to initial identification, screening, placement and annual English Language Proficiency assessment of English Learners in a core ELD program, 1111(b)(7), 3115(g)</p>	<p><input type="checkbox"/> Records/evidence that materials, and equipment related to initial identification, placement, and annual ACCESS 2.0 administration for English Learners are paid for with State EL &amp; local funding</p> <p><b>*Federal funds may not be used for initial identification and placement and annual English language proficiency assessment administration of English Learners in a core ELD program.</b></p>				
III.A.72	<p>The LEA has reserved not more than two percent of its allocation for the administration of the Title III-A program which includes both direct and indirect costs in the two percent, 3115</p>	<p><input type="checkbox"/> Assurance that no more than 2% of current year's allocation are used for administrative purposes, includes both direct and indirect costs</p>				<p><b>SATISFIED WITH AN APPROVED CFSGA PLAN AND REVIEW OF EXPENDITURES</b></p>

Title I-A Improving Basic Programs					
Title I-C Migrant Education Program					
Title II-A Effective Instruction and Leadership Program					
Title III-A Language Instruction for English Learner & Immigrant Students Program					
Title VI-B Rural and Low-Income Schools (RLIS) Program					
<p><b>III.A.73</b></p>	<p>The LEA has had an audit of federal programs and audit findings have been addressed, OMB A-133</p>	<p><input type="checkbox"/> Copy of "Schedule of Findings and Questioned Costs" section from district audit for last two years (Reviewer: Pay particular attention to Section III Federal Award Program Audit)</p> <p><input type="checkbox"/> Evidence that Section III, Federal Award Program Audit findings have been addressed</p> <p><input type="checkbox"/> Evidence that reasonable controls are in place (i.e. more than one signature for the purchase order process; general ledger &amp; journal entry functions are prepared by someone different than the person who reconciles and deposits revenues, etc.) for any Federal Award Program</p>			
<p><b>III.A.74</b></p>	<p>The LEA has a current inventory of any materials purchased with Federal funds, 2 CFR §200.33; 2 CFR §200.94; 2 CFR §200.20.</p> <p>Definitions:  <u>Equipment</u> means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the District for financial statement purposes or \$5000 (2 CFR §200.33).</p> <p><u>Supplies</u> means all tangible personal property other than those described in §200.33 Equipment. A computing device is a supply if the acquisition cost is less than the lesser of the capitalization level established by the District for financial statement purposes or \$5000, regardless of the length of its useful life (2 CFR §200.94).</p> <p><u>Computing devices</u> means machines used to acquire, store, analyze, process, and publish data and other information electronically, including accessories for printing, transmitting and receiving, or storing electronic information (2CFR §200.20).</p>	<p>REVIEWERS: Monitor all three check boxes.</p> <p><input type="checkbox"/> The LEA has a written Inventory Procedure that includes the following: 1) process performed when inventory is received; 2) process describing what type of property is tagged and what position/office performs the tagging; 3) process to adjust the inventory records in the event the property is sold, lost, or stolen, or cannot be repaired; and 4) process describing how the physical inventory is performed.</p> <p><input type="checkbox"/> For each equipment and computing device purchased with Federal funds, the following information is maintained:</p> <ul style="list-style-type: none"> <li>● Serial number or other identification number;</li> <li>● Source of funding for the property;</li> <li>● Who holds title;</li> <li>● Acquisition date and cost of the property;</li> <li>● Percentage of Federal participation in the projects costs for the Federal award under which the property was acquired;</li> <li>● Location, use and condition of the property; and</li> </ul>			

		<ul style="list-style-type: none"> <li>● Any ultimate disposition data including the date of disposal and sale price of the property</li> <li><input type="checkbox"/> A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.</li> </ul> <p><b>Note:</b> Inventory records are required to be kept for a minimum of three years (EDGAR); however, keeping inventory records for five years is good practice because of the statute of limitation (Brustein and Manasevit), 2 CFR §200.333.</p>				
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**Title IX-A McKinney-Vento Homeless Education**

<b>III.A.75 Revised</b>	The LEA shall reserve such funds as are necessary to provide services comparable to those provided to children in Title I-A schools to serve— (i) homeless children and youths who do not attend participating schools, including providing educationally related support services to children in shelters and other locations where children may live.” 20 U.S.C. 6313(c)(3)(A).	<input type="checkbox"/> Title I-A Budget page – Homeless Education set-aside is based on need (data analysis of needs from previous year; evidence of meeting with Title I director to determine homeless ed. needs; needs assessment has been completed and a copy on file) <input type="checkbox"/> Evidence of budget expenditures to provide educationally related support services to children in non-Title I-A schools and shelters				
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**III.B COMPARABILITY**

**Title I-A Improving Basic Programs**

<b>III.B.76</b>	The LEA meets comparability requirements, NCLB 1120A(c)(2) and (3)	<input type="checkbox"/> Copy of Comparability Report sent to SDE <input type="checkbox"/> Documentation of comparability calculations to include 1) Enrollment numbers as of October 1 and 2) list of FTE staff as of October 1 <input type="checkbox"/> Copy of LEA’s procedure for complying with comparability requirements including timeline for demonstrating comparability, identification of responsible position making comparability calculations, measure and process used to determine whether schools are comparable, and how and when the LEA makes adjustments in schools that are not comparable.				
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**III.C MILITARY RECRUITER ACCESS**

**Title I-A Improving Basic Programs**

<b>III.C.77</b>	The LEA provides access to student directory information to military recruiters upon request, NCLB 9528	<input type="checkbox"/> Board adopted policy is in place and is implemented <input type="checkbox"/> Visit <a href="http://www.sde.idaho.gov/federal-programs/program-">http://www.sde.idaho.gov/federal-programs/program-</a>				<p>timeline, for developing a board adopted policy or a procedure to provide military recruiters access to student directory information upon request.</p>
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		<a href="#">monitoring/</a> for a sample				
		<a href="#">Military Recruiter Policy</a>				
<b>III.D TIME AND EFFORT DISTRIBUTION RECORDS</b>						
Title I-A Improving Basic Programs						
Title II-A Supporting Effective Instruction						
Title I-C Migrant Education Program						
Title III-A Language Instruction for English Learner & Immigrant Students Program						
Title VI-B Rural and Low-Income Schools (RLIS) Program						
III.D.78	Charges to Federal awards for salaries and wages, including stipends, must be based on records that accurately reflect the work performed, 2 CFR §200.430, §200.403(a)	<p><b>REVIEWERS:</b> Look for documentation that includes/supports all of the following components: Time and Effort documentation for salaries and wages, including stipends must:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Be supported by a system of internal controls which provides reasonable assurance that the charges are accurate, allowable, and properly allocated (i.e. signatures, periods of certification);</li> <li><input type="checkbox"/> Be incorporated into official records;</li> <li><input type="checkbox"/> Reasonably reflect total activity for which the employee is compensated, not exceeding 100% of compensated activities;</li> <li><input type="checkbox"/> Encompass both Federally assisted and all other activities compensated by the District on an integrated basis;</li> <li><input type="checkbox"/> Comply with the established accounting policies and practices of the District; and</li> <li><input type="checkbox"/> Support the distribution of the employee's salary or wages among specific activities of costs objectives.</li> <li><input type="checkbox"/> Copy of staff breakdown-available at <a href="http://www.sde.idaho.gov/federal-programs/program-monitoring/Breakdown of Funded Staff Positions Sample">http://www.sde.idaho.gov/federal-programs/program-monitoring/Breakdown of Funded Staff Positions Sample</a></li> </ul>				
<b>III.E WRITTEN POLICIES AND PROCEDURES</b>						
Title I-A Improving Basic Programs						
Title II-A Supporting Effective Instruction						
Title I-C Migrant Education Program						
Title III-A Language Instruction for English Learner & Immigrant Students Program						
Title VI-B Rural and Low-Income Schools (RLIS) Program						
III.E.79	The LEA has written policies and procedures for time and effort requirements, 2 CFR §200.430	<input type="checkbox"/> 1.The LEA has a written procedure for describing time and effort requirements. (1) The LEA				NOTE: The new Uniform Grant Guidance became effective July 1, 2015. This is a new monitoring

		<p>has a written process to include type of documentation maintained and what the requirements are for the documentation, such as who has to sign the documentation, how often the certifications are completed, whether the certifications are completed on paper or electronically, if the certification is reviewed by a supervisor, timeframe for reviewing the certification, and sample certifications; and (2) a description of the close-out procedure that is conducted at the end of the fiscal year addressing that the certifications are annually collected and reviewed for accuracy and appropriate signatures and dates.</p> <p><input type="checkbox"/> 2. The LEA has a written process to reconcile actual costs to budgeted distributions. Payroll charges must match the actual distribution of time recorded on the monthly certification documents. Budget estimates may be used for interim accounting purposes; however, there is a requirement to identify and enter into the records in a timely manner any significant changes in the corresponding work activity. There must be a system of internal controls to review after-the-fact interim charges made to a Federal award based on budget estimates. All necessary adjustments must be made such that the final amount charged to the Federal award is accurate, allowable, and properly allocated. The process description should include: the position/office that performs the reconciliation; how often the reconciliation is completed (recommend at least quarterly); the difference between the actual costs and budgeted distributions before adjustments are made (recommend annual adjustments only if (1) the quarterly comparisons show the differences between budgeted amounts and actual costs are less than 10%; and (2) the budget estimates or other distribution percentages are revised at least quarterly, if necessary, to reflect changed circumstances and (3) if not performed annually, quarterly</p>		<p>requirement that is effective beginning with the 2016-2017 school year.</p> <p>A user manual policy template was emailed to all LEA's January 2016. A copy of the template can be found at <a href="http://www.sde.idaho.gov/federal-programs/funding/index.html">http://www.sde.idaho.gov/federal-programs/funding/index.html</a> under New Uniform Grant Guidance tab.</p> <p>LEAs that are monitored during the 2016-2017 will need to be able to provide significant progress toward completing the new Uniform Grant Guidance policies and procedures.</p>
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		<p>adjustments should be made.</p> <p><input type="checkbox"/> 3. The LEA has a written procedure for an employee that is separating service from the LEA that addresses when the employee is required to submit final certification.</p> <p><input type="checkbox"/> 4. The LEA has written Human Resource Policies that cover (1) how employees are hired; (2) the extent to which employees may provide professional services outside the LEA; (3) the provision of fringe benefits, including leave and insurance; (4) the use of recruiting expenses to attract personnel; and (5) reimbursement for relocation costs, 2 CFR §200.430(a)(2), 2 CFR §200.430(c), 2 CFR §200.431, 2 CFR §200.463(b), 2 CFR §200.464.</p>			
III.E.80	<p>The LEA has written policies and procedures on file that comply with the new Uniform Grant Guidance as required by 2 CFR part 200 subparts B, C, D, E, and F, and these policies and procedures are available for inspection.</p>	<p><input type="checkbox"/> Evidence that the LEA has a manual that sets forth the policies and procedures used by the LEA to administer federal funds. The manual contains the internal controls and grant management standards used by the LEA to ensure that all federal funds are lawfully expended. It should describe in detail, the LEA's financial management system, including cash management procedures, procurement policies; inventory management protocols; procedures for determining the allowability of expenditures; time and effort reporting (see Indicator III.E.79 for details); record retention; and monitoring responsibilities. New employees of the LEA are expected to review this manual to gain familiarity and understanding of the LEAs rules and practices.</p>			<p>NOTE: The new Uniform Grant Guidance became effective July 1, 2015. This is a new monitoring requirement that is effective beginning with the 2016-2017 school year.</p> <p>A user manual policy template was emailed to all LEA's January 2016. A copy of the template can be found at <a href="http://www.sde.idaho.gov/federal-programs/funding/index.html">http://www.sde.idaho.gov/federal-programs/funding/index.html</a> under New Uniform Grant Guidance tab.</p> <p>LEAs that are monitored during the 2016-2017 will need to be able to provide significant progress toward completing the new Uniform Grant Guidance policies and procedures.</p>
<b>III.F</b>	<b>RECORD RETENTION AND COLLECTION AND TRANSMISSION OF RECORDS AND PRIVACY PROTECTION</b>				
Title I-A Improving Basic Programs					
Title II-A Supporting Effective Instruction					
Title I-C Migrant Education Program					
Title III-A Language Instruction for English Learner & Immigrant Students Program					
Title VI-B Rural and Low-Income Schools (RLIS) Program					
III.F.81	<p>For all grants, source (original source) documents are kept:</p> <ul style="list-style-type: none"> <li>• Federal Awards CDA, Federal Award ID number;</li> <li>• Authorization (the process of giving someone permission to do or have something); 3)</li> </ul>	<p><input type="checkbox"/> The LEA has the GAN notification on file or knows where to access it in the GRA. .</p> <p><input type="checkbox"/> The LEA has internal controls in place that identify</p>			<p>NOTE: The new Uniform Grant Guidance became effective July 1, 2015. This is a new monitoring requirement that is effective beginning with the 2016-2017 school year.</p>



	<p>obligations, unobligated balances (carryovers); 4) expenditures (see Indicator III.A.68); 5) assets (inventory control) (see Indicator III.A.74); 6) time and effort documentation (see Indicator III.D.78); 7) income (if applicable); 8) interest (if applicable) (CFR Part 200.302(b))</p>	<p>in writing: 1) Who tracks expenditures; 2) who draws down funds from the GRA; and 3) who deposits the checks.</p> <p><input type="checkbox"/> The LEA has an internal accounting system process that identifies obligations and unobligated balances (carryovers) and how these are tracked (e.g., excel or carryover calculator).</p> <p><input type="checkbox"/> The LEA has a written process for identifying any interest earned. For example, if the LEA accidentally requested from the GRA more than what was expended, then excess funds will be sitting in the LEA's account, possibly earning interest. If this is the case, this must be reported to the SDE. <b>Important Note:</b> Generally, an LEA should not earn interest because LEAs receive payments from the SDE on a reimbursement basis.</p>		<p>A user manual policy template was emailed to all LEA's January 2016. A copy of the template can be found at <a href="http://www.sde.idaho.gov/federal-programs/funding/index.html">http://www.sde.idaho.gov/federal-programs/funding/index.html</a> under New Uniform Grant Guidance tab.</p> <p>LEAs that are monitored during the 2016-2017 will need to be able to provide significant progress toward completing the new Uniform Grant Guidance policies and procedures.</p>
<p><b>III.F.82</b> <b>Revised</b></p>	<p>The LEA maintains all records that fully show (1) the amount of funds under the grant or subgrant; (2) how the subgrantee uses those funds; (3) the total cost of each project; (4) the share of the total cost of each project provided from other sources; (5) other records to facilitate an effective audit; (6) other records to show compliance with Federal program requirements; (7) project experiences and results; and (8) records are maintained for a period of five (5) years plus one audit year, which is a total of six (6) years. (34 CFR §§ 76.730-731; §§75.730-731; and §§75.732; 2 CFR §200.333.</p>	<p><input type="checkbox"/> The LEA keeps records that show: (1) the amount of funds under the grant or subgrant; (2) how the subgrantee uses those funds; (3) the total cost of each project; (4) the share of the total cost of each project provided from other sources; (5) other records to facilitate an effective audit; (6) other records to show compliance with Federal program requirements; (7) project experiences and results; and (8) evidence that records are maintained for a period of five (5) years plus one audit year, which is a total of six (6) years.</p>		<p>NOTE: The new Uniform Grant Guidance became effective July 1, 2015. This is a new monitoring requirement that is effective beginning with the 2016-2017 school year.</p> <p>A user manual policy template was emailed to all LEA's January 2016. A copy of the template can be found at <a href="http://www.sde.idaho.gov/federal-programs/funding/index.html">http://www.sde.idaho.gov/federal-programs/funding/index.html</a> under New Uniform Grant Guidance tab.</p> <p>LEAs that are monitored during the 2016-2017 will need to be able to provide significant progress toward completing the new Uniform Grant Guidance policies and procedures.</p>
<p><b>III.F.83</b></p>	<p>The LEA maintains original records. If records are electronic, there is no need to create and retain paper copies. Both types of records may be subject to periodic quality control reviews. 2 CFR 200.335</p> <p><b>Definition:</b> The original record is the record that remains in the same content, context, and structure that it was created the day it was used, based on the LEA's policy. If an LEA's policy is to obtain actual signatures on all Purchase Orders (POs), then all documents with original signatures must be filed and stored. If the policy allows electronic POs with digital signatures, then all electronic POs must be saved on a shared drive.</p>	<p><input type="checkbox"/> Evidence that the LEA has a written policy/procedure for maintaining and storing original records, both paper and electronic. Procedure includes reasonable safeguards for ensuring that the records are not altered.</p>		<p>NOTE: The new Uniform Grant Guidance became effective July 1, 2015. This is a new monitoring requirement that is effective beginning with the 2016-2017 school year.</p> <p>A user manual policy template was emailed to all LEA's January 2016. A copy of the template can be found at <a href="http://www.sde.idaho.gov/federal-programs/funding/index.html">http://www.sde.idaho.gov/federal-programs/funding/index.html</a> under New Uniform Grant Guidance tab.</p> <p>LEAs that are monitored during the 2016-2017 will need to be able to provide significant progress toward completing the new Uniform Grant Guidance policies and procedures.</p>

III.G	REPORT CARD REPORTING				
Title I-A Improving Basic Programs					
III.G.84	<p>The LEA publicly disseminates an annual report card with all the required information to all schools in the district and to all parents of students attending those schools in an understandable and uniform format and, to the extent practicable, provide in a language that the parents can understand, and make the information widely available through public means, such as posting on the Internet, distribution to the media, and distribution through public agencies, NCLB 1111 (h)(2)(B) and 1111(h)2(E)</p>	<p><input type="checkbox"/> Evidence that the district and each school links directly to SDE's report card website for the district and for each school</p> <p><input type="checkbox"/> Evidence the current report card is available on the Internet, and distributed to the media and public agencies as described in 1111(h)(2)(E)</p> <p>See SDE Report Card 2014-15 <a href="http://apps.sde.idaho.gov/ReportCard/SchoolYear/21">http://apps.sde.idaho.gov/ReportCard/SchoolYear/21</a></p>			

## Equitable Services to Private School Students

Indicator ID	Indicator	Examples of Supporting Documentation	Compliance Status			Recommendations; Findings with Corrective Action
			Yes	No	NA	
<b>Private School Participation (NCLB 1120)</b>						
PS-A	The LEA complies with the requirements for consultations with private school officials in a timely and meaningful manner, offering all applicable programs, such as Title I-A, Title I-C, Title II-A, Title III-A, etc. NCLB 1120(b), 9501	<input type="checkbox"/> Equitable Services Eligibility Consultation: Evidence that the LEA annually contacts officials of all private schools with children who reside in the LEA regardless of whether the private school they attend is located in the LEA boundaries (Title I-A only); (It is not adequate consultation merely to send a letter to officials of the private schools explaining the intent of Title I) <input type="checkbox"/> Copy of timeline for consultations <input type="checkbox"/> <b>For all Federal Programs:</b> Copy of Intent to Participate form from each private school (Note: private schools should only be invited to participate in the federal programs for which the LEA receives funding, such as Title I-A, Title I-C, Title II-A, Title III-A, etc.) <input type="checkbox"/> For sample of Intent to Participate form, visit <a href="http://sde.idaho.gov/federal-programs/basic/">http://sde.idaho.gov/federal-programs/basic/</a> and click on the <i>Private School Resources</i> link <a href="#">Intent to Participate and Enrollment Form Sample</a>				
PS-B	The LEA provides services to private schools' students and teachers in an equitable manner based on the needs of the private school desiring to participate, NCLB 1120(a), 5142(a), 9501	<input type="checkbox"/> Copy of Affirmation of Consultation form from each private school choosing to participate; signed by private school official; For a sample Affirmation of Consultation form, visit <a href="http://sde.idaho.gov/federal-programs/basic/Affirmation of Consultation with Private School Officials">http://sde.idaho.gov/federal-programs/basic/Affirmation of Consultation with Private School Officials</a> <input type="checkbox"/> Description of services provided to private school(s) <input type="checkbox"/> Copy of rank order list based on multiple educational objective criteria for each private school participating <input type="checkbox"/> Review of process for determining Title I-A and				

		<p>Title II-A services to private school students and teachers</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Documentation of process used to determine private school's professional development needs</li> <li><input type="checkbox"/> Evidence that the LEA and private school(s) evaluate the Title I program based on standards and assessment and annual progress of participants</li> </ul>				
<b>PS-C</b>	The LEA provides opportunities for teachers of participating private schools to participate, on an equitable basis, in professional activities, NCLB 2122(b)(11), 5142 (a), 9501	<ul style="list-style-type: none"> <li><input type="checkbox"/> Documentation of private school teachers' participation in professional development activities (Title I-A &amp;/or Title II-A)</li> </ul>				
<b>PS-D</b>	The LEA maintains records of its effort to resolve any complaints made by private school representatives, NCLB 9503	<ul style="list-style-type: none"> <li><input type="checkbox"/> Copy of LEA's complaint process notifying the private school official of the right to complain to the SDE regarding consultation by the LEA that was not meaningful and timely or did not give due consideration to the views of the private school official</li> <li><input type="checkbox"/> Evidence that complaint procedure has been shared with private schools</li> <li><input type="checkbox"/> Documentation of communication with private schools regarding complaints</li> <li><input type="checkbox"/> For a sample, visit <a href="http://sde.idaho.gov/federal-programs/basic/">http://sde.idaho.gov/federal-programs/basic/</a> and click on the <i>Complaint Process</i> link</li> </ul>				
<b>PS-E</b>	The LEA retains control of and includes an inventory of fixed assets for all equipment purchased with funds for private schools, NCLB 2122 (b)	<ul style="list-style-type: none"> <li><input type="checkbox"/> LEA inventory for each private school</li> <li><input type="checkbox"/> Evidence of communication with private schools regarding an annual update of its inventory</li> </ul>				
<b>PS-F</b>	Services provided to private school children were provided by employees of the LEA or contracted by the LEA, NCLB 1120(d)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Control of funds: Evidence the LEA maintains control of all funds related to services, materials, and equipment expenditures on behalf of private school students and teachers</li> <li><input type="checkbox"/> Contract of individual(s) providing services to private school children</li> </ul>				

## Title I-D Prevention and Intervention Programs for Neglected, Delinquent or At-Risk Youth

Indicator ID	Item	Examples of Supporting Documentation	Compliance Status			Recommendations; Findings with Corrective Action
			Yes	No	NA	
<b>Local Educational Agency Application (NCLB 1423)</b>						
ID-A	<u>Academic Standards:</u> The LEA ensures that projects funded under this subpart are aligned with state academic standards. (SEC. 1401(a))	<input type="checkbox"/> The most recent Title I-D Evaluation Report for the LEA <input type="checkbox"/> Application for Title I-D funds				
ID-B	<u>Formal Agreement:</u> Each LEA desiring assistance under this subpart shall have a formal agreement, reviewed and updated annually regarding the program to be assisted, between the LEA and the N or D Facility. (SEC. 1423 (2))	<input type="checkbox"/> The most recent formal agreement or assurance(s) between the LEA and facility(s).				
ID-C	<u>Planning:</u> LEA shall consult with each N or D Facility in the program planning and evaluation process, and ensure facilities are in compliance with their formal agreement. (SEC. 1423 and 1425)	<input type="checkbox"/> Formal agreement/assurance between LEA and N or D facilities. <input type="checkbox"/> Agenda or minutes from consultations				
ID-D	The LEA operates programs that coordinate with facilities to meet <u>the unique needs of delinquent and at-risk youth</u> and ensure they are participating in an education program <u>comparable</u> to one operating in the local school such youth would attend. (SEC. 1423(3), (5))	<input type="checkbox"/> Description of program in Application <input type="checkbox"/> Evidence of pre & post assessments				
ID-E	<u>Transition:</u> The LEA provides services needed to make a successful transition from institutionalization to further education or seek employment (SEC. 1424(1))	<input type="checkbox"/> Academic Outcomes from Evaluation Report <input type="checkbox"/> Vocational Outcomes from Evaluation Report <input type="checkbox"/> Sample Student Transition Plan.				
ID-F	<u>Special Education:</u> The LEA ensures that facilities are aware of students with disabilities and student IEPs. (SEC. 1423(5))	<input type="checkbox"/> Evidence of contact concerning IEPs				
ID-G	<u>Coordination:</u> The LEA ensures that projects funded under this subpart are coordinated with other federal, state, and local programs, including vocational & technical education programs serving at-risk students. (SEC. 1423(9))	<input type="checkbox"/> Documentation to show that the LEA coordinates projects with federal, state and local programs including vocational & technical education programs (i.e., coordination with other Title I programs; voc/tech Ed programs; State & local dropout prevention programs; or Special Ed programs.)				
ID-H	<u>Coordination:</u> The LEA is to coordinate with existing social, health, and other services to meet needs of students returning from correctional facilities, at-risk children or youth, and other participating children (SEC. 1423(6))	<input type="checkbox"/> Minutes of meetings or other contact records OR <input type="checkbox"/> Interagency Agreements				
ID-I	<u>Probation Officers:</u> The LEA	<input type="checkbox"/> Minutes of meetings or				

	ensures that schools receiving students returning from correctional facilities work with juvenile probation officers to meet the needs of such students. (SEC. 1423(11))	other contact records to verify that the LEA ensures school collaboration with juvenile probation officers.				
ID-J	<u>Alternative Placement:</u> The LEA attempts to find alternative placements for students interested in continuing education but unable to participate in a regular education program. (SEC. 1423(13))	<input type="checkbox"/> Student Transition Plan				
ID-K	<u>Parental Involvement:</u> <b>As appropriate,</b> the LEA involves parents in efforts to improve the educational achievement of their children, assist in dropout prevention activities; and prevent the involvement of their children in delinquent activities. (SEC 1423(8))	<input type="checkbox"/> Documentation of parental involvement (i.e., email, meetings, handouts)				
ID-L	<u>Business Partnerships:</u> <b>As appropriate,</b> the LEA develops partnerships with local businesses to develop training, entrepreneurship education and mentoring.( SEC 1423 (7))	<input type="checkbox"/> Description of business partnerships (i.e., list of business partnerships)				
ID-M	<u>Dropout Prevention:</u> The LEA uses a portion of funds to operate a dropout prevention program in a local school(s) that targets at-risk children and youth. (SEC. 1424(2))	<input type="checkbox"/> Documentation of dropout prevention activities/programs				

### McKinney Vento Subgrant Recipients ONLY

Indicator ID	Item	Examples of Supporting Documentation	Compliance Status			Recommendations; Findings with Corrective Action
			Yes	No	NA	
<b>Subgrant Program Services</b>						
MV-A	Describe the progress of your subgrant project as detailed in your most recent subgrant application.	<input type="checkbox"/> Liaison interview or narrative program update, which includes addressing the project goals <input type="checkbox"/> Describe how the estimated number of homeless students to be served compares with the actual count to date				
MV-B	Describe local partnerships and collaborations in which the project is engaged.	<input type="checkbox"/> Liaison interview or narrative description of collaborative partnerships as described in the application <input type="checkbox"/> Evidence of meeting schedules, agency and coalition contacts <input type="checkbox"/> Demonstrated coordination with other district programs <input type="checkbox"/> Collaborative efforts with other district homeless liaisons, if applicable				
MV-C	Describe current economic and	<input type="checkbox"/> Liaison interview or narrative description				

	housing conditions in the community that are relevant to area homelessness. How are demographics changing for better or worse in your district?	<input type="checkbox"/> Documentation of local news articles, school and community data, meeting minutes, etc. <input type="checkbox"/> Describe the LEA's plan for incorporating this data in future planning				
<b>MV-D</b>	Describe district and community response and/or support for your subgrant project.	<input type="checkbox"/> Interview or narrative description <input type="checkbox"/> Letter or email evidence indicating support for project				
<b>MV-E</b>	Describe the evaluation process for measuring the project's effectiveness.	<input type="checkbox"/> Evaluation process and results				