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STATE SUPERINTENDENT *of* PUBLIC INSTRUCTION
OKLAHOMA STATE DEPARTMENT *of* EDUCATION

Office of Federal Programs
Consolidated Federal Programs Monitoring
FY2019

Due December 3, 2018

INTRODUCTION

Monitoring the implementation of federal grant programs and the use of federal program funds is an essential function of the U. S. Department of Education (USDE). Federal grant programs awarded to State Educational Agencies (SEAs) have the potential for positively impacting the education of our nation's children. In support of the mission of improving the teaching and learning of children attending high-poverty schools, this document, designed for the 2018-2019 school year, describes the purpose, rationale, and process used by the Oklahoma State Department of Education (OSDE) for monitoring Local Educational Agency (LEA) implementation of federal programs in alignment with the guidelines provided by USDE.

Pursuant to Code of Federal Regulations 2 CFR, Part 200.331, monitoring and reporting program performance, grantees are responsible for managing the day-to-day operation of grant and subgrant supported activities to assure compliance with federal regulations. It is the grantee's responsibility to ensure that federal funds are spent according to the prescribed federal program requirements.

In accordance with P.L. 114-95, Enacted December 10, 2015 of the Every Student Succeeds Act (ESSA), USDE requires that all LEA sub-recipients receiving federal funds participate in a monitoring process as an accountability component. Federal grant monitoring enables SEAs to work collaboratively with LEAs by providing them with high quality technical assistance for fiscal and programmatic planning and implementation of all services provided for students, teachers, and principals, on behalf of their federally funded programs.

Definition and Purpose of Monitoring: Monitoring is the regular and systematic examination of a state's administration and implementation of a federal education grant, contract, or cooperative agreement administered by the USDE. Monitoring the use of federal funds, in accordance with 2 CFR 200.300, assures compliance with applicable federal requirements and ensures that all children have an equitable opportunity to obtain a high-quality education.

Monitoring assesses the extent to which states provide leadership and guidance to LEAs and schools in the implementation of policies and procedures that comply with the statutes and regulations of all participating federal programs.

CONSOLIDATED MONITORING FEDERAL GRANT PROGRAMS

- A. **Title I, Part A-Improving Basic Programs Operated by Local Education Agencies** - “The purpose of this subpart is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and State academic assessments.” (Title I, Part A, ESSA § 1001)
- B. **Title I, Part C-Education of Migratory Children** – “The purpose of this subpart is (1) to assist States in supporting high-quality and comprehensive educational programs and services during the school year and, as applicable, during summer or intersession periods, that address the unique educational needs of migratory children; (2) to ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and challenging State academic standards; (3) to ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic standards that all children are expected to meet; (4) to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to succeed in school; (5) to help migratory children benefit from State and local systemic reforms.” (Title I, Part C, ESSA § 1301)
- C. **Title I, Part D-Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At-Risk** - “The purpose of this subpart is (1) to improve educational services for children and youth in local, tribal, and State institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging State academic standards that all children in the State are expected to meet; (2) to provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment; and (3) to prevent at-risk youth from dropping out of school, and to provide dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education.” (Title I, Part D, ESSA § 1401)
- D. **Title II, Part A-Supporting Effective Instruction** - “The purpose of this subpart is to increase student achievement consistent with the challenging State academic standards; improve the quality and effectiveness of teachers, principals, and other school leaders; increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and provide low-income and minority students greater access to effective teachers, principals, and other school leaders.” (Title II, Part A, ESSA § 2001)
- E. **Title III, Part A-English Language Acquisition, Language Enhancement, and Academic Achievement** - “The purpose of this subpart is (1) to help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English; (2) to assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging State academic standards that all children are expected to meet; (3) to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth; (4) to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, an local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings; and (5) to promote parental, family, and

community participation in language instruction educational programs for the parents, families, and communities of English learners.” (Title III, Part A, ESSA § 3102)

- F. **Title IV, Part A – Student Support and Academic Enrichment** – “The purpose of this subpart is to improve students’ academic achievement by increasing the capacity of States, local educational agencies, schools, and local communities to (1) provide all students with access to a well-rounded education; (2) improve school conditions for student learning; and (3) improve the use of technology in order to improve the academic achievement and digital literacy of all students.” (Title IV, Part A, ESSA § 4001)
- G. **Title V, Part B – REAP-Flex/RLIS** - “The purpose of this subpart is to address the unique needs of rural school districts that frequently (1) lack the personnel and resources needed to compete effectively for Federal competitive grants; and (2) receive formula grant allocations in amounts too small to be effective in meeting their intended purposes.” (Title V, Part B, ESSA § 5202)
- H. **Title IX, Part A- Homeless Children and Youths** - “The purpose of this subpart is to ensure that each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth.” (Title IX, Part A, ESSA §9101)

THE MONITORING PROCESS

The monitoring process is designed to assess the degree to which program requirements are being fulfilled, so the State Educational Agency (SEA) can make recommendations when appropriate. In addition, it provides an opportunity for the SEA to provide technical assistance and guidance to Local Educational Agencies (LEAs) in order to strengthen their program administration and improve the quality of programs and projects being implemented.

A. Description of the Monitoring Process

As a recipient of federal grant program funds from the USDE, OSDE is required to conduct compliance reviews to ensure that subgrants of federal program funds to LEAs are used in accordance with the purposes of the authorizing statute.

Federal programs are monitored on a three-year cycle via onsite or desk monitoring. LEAs will be notified annually whether they will be monitored by the state for that school year, and what type of monitoring will occur.

B. Preparation for Monitoring

Onsite Monitoring - LEAs will receive an e-mail containing the Monitoring Tool and the due date for submitting required monitoring documents to OSDE via flash drive. A conference call between the SEA and LEA will be conducted to confirm date and time of the site visit. OSDE staff will review monitoring documentation prior to the site visit, except in cases where the site visit occurs before the Monitoring Tool submission due date. One or more OSDE staff members will be assigned to conduct the onsite monitoring, depending on the LEA allocation and types of programs administered therein.

OSDE staff members are assigned to conduct onsite reviews. The number of staff assigned to perform the site visit will vary depending on the size of the LEA, issues identified, and federal programs applicable to the LEA. Onsite monitoring will take anywhere from a few hours to multiple days, as needed to

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appropriately monitor in regard to meeting all applicable program requirements. In conducting the onsite review, the LEA is required to collect, organize, and submit the tool and all program specific documentation, according to the established timeline.

OSDE staff performs a detailed review of all submitted monitoring documents, prior to the on-site monitoring visit. Documents are reviewed in alignment with ESSA indicators, and they will determine the final results of the monitoring. During the review process, the OSDE reviewers will communicate with the LEA if further action needs to be taken to reach compliance.

OSDE monitoring team will interview LEA personnel (such as superintendent, federal programs director/coordinator, principals, teachers, parents, and/or other stakeholders) both individually and in groups, as appropriate. This multi-level interview strategy allows OSDE staff to gather information from a variety of perspectives and evaluate the impact of the administration and the implementation of the federal programs at the LEA and site level.

OSDE staff will close the onsite monitoring visit with an exit conference to discuss preliminary results. After the on-site visit, the OSDE staff will offer technical assistance, as necessary, to assist the LEA in achieving compliance.

Desk Monitoring - LEAs will receive e-mail containing the monitoring tool and the due date for submitting required monitoring documents to OSDE via flash drive. During the desk monitoring, OSDE staff will review documentation and notify the LEA of the monitoring results. LEAs will have an opportunity to receive guidance regarding the monitoring process via a webinar provided by OSDE.

Each LEA is assigned to an OSDE staff member who serves as the LEA contact and is primarily responsible for providing technical assistance concerning all monitoring processes. One of the most important functions of the OSDE staff member is organizing the desk review process and performing the appropriate follow-through. Desk reviews include an examination of specific program compliance. In conducting the desk review, the LEA is required to collect, organize and submit the tool and all program specific documentation, according to the established timeline.

OSDE staff performs a detailed review of all submitted monitoring documents. Documents are reviewed in alignment with ESSA indicators, and they will determine the final results of the monitoring. During the review process, the OSDE reviewers will communicate with the LEA if further action needs to be taken to reach compliance.

C. Notification of Findings

At the conclusion of the site or desk monitoring, the results letter will be sent to LEAs. The letter will indicate whether the LEA is in full compliance for all programs or whether the LEA has areas for which it is not in compliance. If an LEA is found to be non-compliant, the Regional Accreditation Officer will be notified and the LEA will be classified as High-Risk and will warrant closer monitoring.

INSTRUCTIONS

1. The LEA will complete the Monitoring Tool and return it along with supporting documentation, in electronic format, via flash drive, labeled with the District Name and County/District Number. If more than one flash drive is used, number them in sequential order.
2. The flash drive should be mailed by **December 3, 2018** to:

Oklahoma State Department of Education
Office of Federal Programs
2500 North Lincoln Boulevard, Suite 311
Oklahoma City, Oklahoma 73105
3. On the Monitoring Tool itself, the LEA must complete only the “LEA INFORMATION TABLE” and must check the box indicating that all information provided is true and accurate. Failure to complete this table in its entirety will result in the Monitoring Tool being returned to the LEA.
4. Supportive documentation will be submitted in addition to the Monitoring Tool for each applicable program. *There are no narrative statements to be completed by the LEA in the Monitoring Tool.*
5. The Monitoring Tool must be returned in the MS Word format as it was originally sent to the LEA.
6. When saving documents, name each document according to how it is referenced in the Monitoring Tool (refer to Supporting Document Checklist), such as:
 - o 1. SID1a Eligibility criteria
 - o 2. SID2a MEP training-all staff
 - o 3. SID2b ID&R Plan
7. Please **DO NOT** scan all documents and save them as one single .pdf document, with no distinct title for each supporting document.
8. Supporting documents noted as “Submit to OSDE” must be submitted for all indicators pertaining to federal funding received by the LEA.

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LEA INFORMATION TABLE

LEA Name:	Justice Alma Wilson SeeWorth Academy Charter		County code:	55	District code:	E002
LEA Superintendent Name:	Janet Grigg, Executive Director Phone: 405-693-1415 E-mail: mamajisok@seeworthacademy.org					
LEA Federal Programs Officer Name:	Janet Grigg (assisted by Steve Huff, Consultant) Phone: 405-693-1415 E-mail: mamajisok@seeworthacademy.org					
LEA School Board President Name:	Honorable Judge Barbara Swinton Phone: 405.556.9500 E-mail: Barbara.Swinton@oscn.net					
<input checked="" type="checkbox"/>	By checking the box, the Superintendent certifies that, to the best of his/her knowledge, the information provided in this monitoring tool is true and accurate.					

FEDERAL PROGRAM KEY – OSDE use only							
● Title I-A Improving Basic Programs	<input checked="" type="checkbox"/>	● Title I-C Education of Migratory Children	<input type="checkbox"/>	● Title I-D Neglected, Delinquent, or At-Risk	<input type="checkbox"/>	● Title II-A Supporting Effective Instruction	<input checked="" type="checkbox"/>
● Title III-A Language Instruction for English Learners & Immigrant Students	<input type="checkbox"/>	● Title IV-A Student Support & Academic Enrichment	<input checked="" type="checkbox"/>	● Title V-B Rural Education Initiative	<input type="checkbox"/>	● Title IX-A Homeless Children and Youth	<input type="checkbox"/>
● Equitable Services Nonpublic School Students	<input type="checkbox"/>	○ This indicator applies to all LEAs	<input checked="" type="checkbox"/>	Corrective Action Plan (CAP)	<input type="checkbox"/>		

I. Program Effectiveness and Student Achievement

Indicator # Program(s)	Indicator Citation	Supporting Documents and Resources	OSDE USE ONLY				
			Met requirements		Reviewer's name:	Comments	
			YES	NO			NA
SID 1	<p>TIA ●</p> <p>Targeted Assistance Schools (ESSA 1115) (if applicable) All children served with Title I funds in a Targeted assistance school are identified as failing, or most at risk of failing to meet the challenging State academic standards on the basis of multiple, educationally related, objective criteria established by the LEA and supplemented by the school. [ESSA, Section 1115(b)] In general, children who are economically disadvantaged, children with disabilities, migrant children or English learners, are eligible for services under this part on the same basis as other children selected to receive services. Also, Head Start and Preschool children, Migrant Children, Neglected or Delinquent Children, and Homeless Children. [ESSA, Section 1115(c)(2)(A-E)]</p>	<p>a. Submit to OSDE: Copy of multiple, educationally related, objective eligibility criteria of children identified by the school as failing or most at risk of failing, to meet the challenging state academic standards. [ESSA, Section 1115(c)(1)(B)]</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	No Targeted Assistance Schools. TS 3/19/19	
SID 2	<p>TIC ●</p> <p>The LEA accurately recruits and qualifies eligible migratory children and youth based on the requirements of the law and maintains accurate records, including student summer/intercession participation. [ESSA, Section 1303(f)(1)(4)] (if applicable)</p>	<p>a. Submit to OSDE: LEA Identification and Recruitment (ID&R) Plan. [ESSA, Section 1309(2)]</p> <p>b. Submit to OSDE: LEA quality control procedures for identification and recruitment of migratory children. Written procedures for monitoring the accuracy of information on the original Certificate of Eligibility (COE) in MIS2000 should be included. [34 CFR 200.89(b)]</p> <p>c. Submit to OSDE: Recruiter Contact Logs (sample). [34 CFR 200.89(d); ESSA, Section 1303(f)(2)]</p> <p>Onsite review: The number and severity of errors found on Certificates of Eligibility (COEs) for the current year.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Not a migrant district. TS 3/19/19	
SID 3	<p>TIC ●</p> <p>The LEA provides educational continuity for migrant students through the timely transfer of educational and health records. [ESSA, Section 1304(b)(3)]</p>	<p>Onsite review: Evidence of communication with receiving LEAs of migrant students in regard to timely record transfers (e.g. emails, family liaison logs, transfer records), [ESSA, Section 1304(b)(3)]</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
SID 4	<p>○</p> <p>The LEA accurately identifies all potential English Learners using the Statewide Home Language Survey (HLS) for all newly enrolled students. [Title VI of the Civil Rights Act of 1964; ESSA, Section 3113(b)(2)]</p>	<p>Onsite review: OSDE reviewers will look at current state-approved Home Language Survey organization for qualified EL students.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
SID 5	<p>○</p> <p>The LEA uses the state approved English language proficiency screener aligned to the State's English language proficiency standards and the State's academic content standards. [Title VI of the Civil Rights Act of 1964]</p>	<p>a. Submit to OSDE: List of students (use Student Testing Numbers/ STN#, not names) taking the Placement Test (WIDA Screener/ MODEL), indicating the date when students enrolled in school and the date when the test was administered. [ESSA, Section 1112(e)(3)(A)]</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

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SID 6	<p align="center">○</p> <p>The LEA accurately qualifies and places eligible EL students in a Language Instruction Educational Program (LIEP) within 30 days using the statewide standardized entrance criteria and process. [Title VI of the Civil Rights Act of 1964; ESSA, Section 1112(e)(3)(A); ESSA, Section 3113(b)(2)]</p>	<p><input checked="" type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p>Letter provided is not sufficient. Sample letter is available in the Monitoring Toolkit. TS 3/19/19</p>
SID 7	<p align="center">○</p> <p>The LEA accurately exits eligible EL students from a Language Instruction Educational Program (LIEP) within the school year, using the statewide-standardized exit criteria and process. [ESSA, Section 3113(b)(2)]</p>	<p><input checked="" type="checkbox"/></p>	<p><input checked="" type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p>Document provided is not specific to Seeworth Academy – has another district’s name and contact information listed. Please provide the form that your district uses. TS 3/19/19</p>
SID 8	<p align="center">○</p> <p>The LEA shall describe the services provided to 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. [McKinney-Vento Homeless Assistance Act, Section 722, Title IX A; Title 42 U.S.C. §11432 (3)(C) (i)(ii)(iii)]</p>	<p><input checked="" type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p>This would be a website screenshot, picture of a homeless poster posted in a public area of the school, etc. showing what services the district can provide families and student experiencing homelessness. Please make sure that your posters have local homeless liaison’s name and contact information, as well as the correct contact information for the state coordinator. TS 3/19/19</p>
SID 9	<p align="center">○</p> <p>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; [McKinney-Vento Homeless</p>	<p><input checked="" type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p>Document provided is not specific to Seeworth Academy – has another district’s name and contact information listed. Please provide the form that your district uses. TS 3/19/19</p>

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SID 10	TIVA ●	<p>Assistance Act, Sec. 722, Title IX-A; Title 42 U.S.C. §11432(g)(j)</p> <p>The LEA prioritized the distribution of funds to schools with the greatest needs as determined by the LEA; with the highest percentage or numbers of children from families below the poverty level, including those identified as neglected and delinquent, or in foster care; identified for comprehensive support and improvement; implementing targeted support and improvement plans; identified as persistently dangerous public elementary or secondary schools. [ESSA, Section 4106(e)(2)]--(If applicable)</p>	<p>Onsite review: OSDE reviewers will look at the data and/or methodology the LEA uses to prioritize the distribution of Title IV A funds. [ESSA, Section 4106(e)(2)(A)]</p> <p>Onsite review: OSDE reviewers will look at evidence of the distribution of Title IV A funds to identified schools. [ESSA, Section 4106(e)(2)(A)]</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<p>DEVELOPING, ASSESSING, AND EVALUATING PROGRAMS</p>						
PNASE 1	TIA ●	<p>Schoolwide program</p> <p>Implementation of a schoolwide program is based on a comprehensive needs assessment of the entire school; is developed with the involvement of parents, teachers, principals, other school leaders, paraprofessionals, administrators, specialized instructional personnel, tribes, tribal organizations and other members of the community; addresses the needs of all students in the school, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards; instruction is provided by qualified staff; activities may include counseling, school based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas; preparation for and awareness of opportunities for postsecondary education and the workforce (career and technical education, Advanced Placement, International Baccalaureate, dual or concurrent enrollment, early college high schools); may include a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services under the IDEA Act; may provide professional development for teachers, paraprofessionals and other school personnel; may use funds to establish or enhance preschool programs. [ESSA, Section 1114(b)(7)(A)]</p>	<p>Onsite review: OSDE reviewers will look for evidence supporting the implementation of the Schoolwide components through:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I Site Plan (a sample of a Schoolwide Plan from an elementary, middle and high school level) <input type="checkbox"/> Interview teachers and principals <input type="checkbox"/> Professional development plan <input type="checkbox"/> Title I meeting agendas and sign-in sheets <input type="checkbox"/> Title I-A paid position staff schedules/time distribution records <input type="checkbox"/> Title I-A paid equipment and materials <input type="checkbox"/> Additional documentation, as applicable [ESSA, Section 1114(b)] 	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
PNASE 2	TIA ●	<p>Schoolwide program evaluation</p> <p>The schoolwide plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. The plan is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. [ESSA Section 1114 (b)(1)(B)(3)]</p>	<p>Onsite review: OSDE reviewers will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Examine evidence of who is involved in the Title I schoolwide program evaluation process and how often the team meets <input type="checkbox"/> Examine data from which information is gathered and analyzed for evaluating the effectiveness of the schoolwide program <input type="checkbox"/> Examine evidence how the needs of the school changed since the previous year. Consider the school population, instructional staff changes, school climate changes, etc. <input type="checkbox"/> Examine evidence of the effectiveness of core instruction 	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

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<p>PNASE 3</p>	<p>TIA ●</p> <p>Targeted Assistance Program Targeted Assistance programs shall determine which students will be served and shall serve participating students identified as eligible; shall use Title I resources to help participating children meet the challenging State academic standards; shall use methods and instructional strategies to strengthen the academic program of the school through activities; shall coordinate and support the regular education program and similar activities and services carried out under IDEA; shall minimize the removal of children from the regular classroom during regular school hours for instruction; shall provide professional development to teachers, principals, other school leaders, paraprofessionals, and if appropriate, specialized instructional support personnel, and other school personnel who work with participating children or in the regular education program; shall provide strategies to increase the involvement of parents as described in ESSA Section 1116; shall, if appropriate and applicable, coordinate and integrate Federal, State, and local services and programs; shall, on an ongoing basis, review the progress of eligible children and revise the targeted assistance program, if necessary, to provide additional assistance to enable participating children to meet the challenging State academic standards; the services of a targeted assistance program may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement. [ESSA, Section 1115 (h)]</p>	<p><input type="checkbox"/> Analyze State Assessment data <input type="checkbox"/> Discuss with the LEA the process for implementing instructional and programmatic changes based on data NOTE: Once the schoolwide plan is approved, the program evaluation requirement is critical. A formal evaluation process must be in place and documented.</p> <p><input type="checkbox"/> Onsite review: OSDE reviewers will look for evidence supporting the implementation of the Targeted Assistance Plan components through: <input type="checkbox"/> Title I Site Plan (a sample of a Targeted Assistance Plan from an elementary, middle and high school level). Evidence that the Targeted Assistance program includes required components – Reviewer considerations: ➤ How is it determined who will be provided supplemental instruction? What universal screening tool is used? ➤ What kind of extended learning time do targeted students receive? ➤ Does this extended learning time reduce removing children from the regular classroom during the regular school hours for instruction? ➤ How is school planning connected to the planning for students served? ➤ Are methods and instructional strategies including curriculum, evidence based and strengthen the core program? ➤ Is instruction provided by qualified teachers and/or paraprofessionals? ➤ What professional development activities are Title I-A teachers and paraprofessionals provided? ➤ What strategies are implemented to increase parental involvement? ➤ What tools are used to monitor the progress of students? How often? ➤ 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? <input type="checkbox"/> Program Observation <input type="checkbox"/> Teacher and principal interviews <input type="checkbox"/> Professional development calendar <input type="checkbox"/> Title I meeting agendas and sign in sheets <input type="checkbox"/> Title I-A paid position staff schedules/time distribution records <input type="checkbox"/> Title I-A paid equipment and materials</p>	<p><input type="checkbox"/></p>	<p><input checked="" type="checkbox"/></p>	<p><input checked="" type="checkbox"/></p>
<p>PNASE 4</p>	<p>TIA ●</p> <p>FOSTER CARE By not later than 1 year after the date of enactment of the Every Student Succeeds Act, LEAs shall develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster</p>	<p>a. Submit to OSDE: LEA's Foster Care Plan to include: 1. LEA Point of Contact and responsibilities; 2. Decision-making process; 3. The type of documentation or records that should be shared between parties; 4. Collaborative structure, such as regularly scheduled meetings, in which relevant individuals can participate in a particular</p>	<p><input type="checkbox"/></p>	<p><input checked="" type="checkbox"/></p>	<p>Foster Care Plan that was submitted does not adequately address everything listed to the left. TS 3/19/19</p>

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<p>PNASE 5</p>	<p>care. [ESSA, Section 1112 (c)(5)(B)]</p>	<p>process; 5. The best interest determination document regarding the child's school placement (school of origin or the receiving school); 6. Transportation procedures; 7. Responsibilities and costs related to student transportation; 8. Clear, written policies that will remove barriers to immediate enrollment and record transfers for children in foster care. [ESSA, Section 1112(c)(5)(B)]</p> <p>b. Submit to OSDE: Evidence of dissemination of the LEA's Foster Care Plan to the stakeholders (e.g. LEA handbooks, website screenshots, etc.). [ESSA, Section 1112(c)(5)(B)]</p> <p>Onsite review: LEA will provide to OSDE reviewers evidence of additional costs (if applicable) LEA incurred in providing transportation to maintain children in foster care in the school of origin. [ESSA, Section 1112(c)(5)(B)]</p>	<p><input checked="" type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>PNASE 6</p>	<p>TIIA</p> <p>In developing a Title II, Part A application, an LEA shall: (A) Consult with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title; (B) Seek advice from the individuals and organizations described in subparagraph (A) regarding how best to improve the local educational agency's activities to meet the purpose of this title (Title II, Part A); (C) Coordinate the local educational agency's activities under this part with other related strategies, programs, and activities conducted in the community. [ESSA, Section 2102(b)(3)]</p> <p>Types of activities under Title II, Part A: (1) Shall be in accordance with the purpose of this title; (2) Shall address the learning needs of all students, including children with disabilities, English learners, and gifted and talented students; and (3) May include activities as described in paragraphs(A)-(P) [ESSA, Section 2103(b)]</p>	<p>a. Submit to OSDE: Evidence of how the LEA meets the consultation and coordination requirements in developing the Title II, Part A application (e.g. agendas, sign-in sheets and minutes).</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input checked="" type="checkbox"/></p>	<p><input checked="" type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>PNASE 7</p>	<p>TIC</p> <p>The LEA identifies the unique educational 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. [ESSA, Sections 1306(a)(1)]</p>	<p>a. Submit to OSDE: Migrant Comprehensive Needs Assessment (CNA) document to identify the migrant students' needs, including Measurable Program Objectives (MPOs) and outcomes. [ESSA, Sections 1304(b),1306(a)]</p> <p>b. Submit to OSDE: Evidence of the LEA CNA, including: <input type="checkbox"/> CNA planning team members; and <input type="checkbox"/> CNA Timeline; and</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input checked="" type="checkbox"/></p>	<p><input checked="" type="checkbox"/></p>	<p><input type="checkbox"/></p>

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<p>PNASE 8</p> <p>TIC ●</p>	<p>As part of the comprehensive needs assessment, the LEA identifies and addresses the unique educational needs of migrant children in coordination with other local, state, and federal programs and encompasses the full range of services available to migrant children and provides for the integration of MEP services with those provided by other programs. [ESSA, Section 1306(a)(1)(E)(F)(G)]</p>	<p><input type="checkbox"/> Planning agenda and minutes of meetings; and</p> <p><input type="checkbox"/> Data documentation of analysis of completed parent, student, staff surveys and focus group findings.</p> <p><input type="checkbox"/> Evidence of data collection to measure progress toward current year MPOs</p> <p><input type="checkbox"/> MPO evaluation results</p> <p>Onsite review: LEA will provide to OSDE reviewers documentation reflecting comparison of migrant students' performance vs. all students' performance on state assessments (e.g. SAT, ACT, ACCESS 2.0, etc.).</p> <p>a. Submit to OSDE: Evidence of <u>joint planning</u> among programs funded by local, state and federal sources (including Title I-A, early childhood, and language instruction under Title III-A) in providing services to migrant students, including to preschool children and children who have dropped out of school : <input type="checkbox"/> Agendas and meeting minutes; <u>and</u> <input type="checkbox"/> Sign-in sheets</p> <p>Onsite review: LEA will provide to OSDE reviewers a list of migrant students receiving other program services including interventions and any other academically related programs (e.g. Title I-A, EL, special education, reading interventions, McKinney Vento, gifted programs, and college readiness programs).</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>
<p>PNASE 9</p> <p>TIC ●</p>	<p>The LEA gives priority to migratory children who are failing, or most at risk of failing to meet challenging State academic standards, and whose education has been interrupted by a qualifying move during the previous year. [ESSA, Section 1304(a)]</p>	<p>a. Submit to OSDE: Written procedures that Priority for Services (PFS) migrant students are being served on a priority basis through the migrant program.</p> <p>b. Submit to OSDE: Evidence that PFS students are identified. And received services (e.g. migrant summer school rosters, tutoring rosters using student STN#s instead of names, etc.).</p> <p>a. Submit to OSDE: Written procedures for the identification process and services provided to migrant students who qualify for continuation of services.</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p>
<p>PNASE 10</p> <p>TIC ●</p>	<p>The law also allows for continuation of services to a child who ceases to be a migratory child for 1 term, 1 additional school year, or until graduation if comparable services are not available through other programs. [ESSA, Section 1304(e)]</p> <p>The LEA uses Title I-C funds only to support programs and projects outlined in the State Service Delivery Plan. [ESSA, Section 1304(c)(1)]</p>	<p>a. Submit to OSDE: LEA Service Delivery Plan (SDP) to address identified needs of migrant students. [ESSA, Section 1304(b) and 1306(a)]</p> <p>b. Submit to OSDE: Detailed schedule(s) for migrant funded staff, including time designated for migrant duties (schedules and time and effort.)</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p>
<p>PNASE 11</p> <p>TIC ●</p>	<p>Each student identified for core EL program receives a high-quality program of instruction that uses approaches, methodologies, and curricular materials/resources that are evidence based and proven effective with English Learners. EL programming and services are provided in comparable facilities that do not unreasonably segregate EL students.</p>	<p>a. Submit to OSDE: Descriptions for EL services and curricular resources/materials provided by the Language Instruction Educational Program (LIEP) core program (e.g. course descriptions, curriculum map, scope and sequence, interventions.)</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p>
<p>PNASE 12</p> <p>TIC ○</p>	<p>Submitted documentation does not sufficiently address the requirements to the left. Please contact me regarding this requirement. TS 3/19/19</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p><input checked="" type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>

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	[Title VI of the Civil Rights Act of 1964; Castañeda v Pickard [648 F.2d 989 (5th Cir. 1981)]	b. Submit to OSDE: Evidence that instruction that has been designed for meeting the needs of ELs (e.g. Sample lesson plan indicating incorporation of WIDA English Language Development (ELD) Standards, and Oklahoma Academic Standards (OAS) that will improve English Language proficiency and academic achievement of ELs). [ESSA, Section 3115(d)(5)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Submitted documentation does not sufficiently address the requirements to the left. Please contact me regarding this requirement. TS 3/19/19
PNASE 13	Academic/Content instruction for English Learners is designed and implemented, fitting with an effective language instruction educational program that assists English learners in meeting challenging State academic standards. [Lau v. Nichols (1974)]	Onsite review: LEA will provide to OSDE reviewers English Language Academic Plans (ELAPs). OSDE reviewers will check if they were completed and copies were kept in student files. Onsite review: LEA will provide to OSDE reviewers graduation data for English Learners. Onsite review: LEA will provide to OSDE reviewers samples of current class rosters (redacted names) with letter grades for ELs in Academic/Content courses. Mark English Learners on class rosters.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
PNASE 14	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 LEA's school system already proficient in English. [Title VI of the Civil Rights Act of 1964, [648 F. 2d 989 (5th Circuit, 1981)]]	Onsite review: LEA will provide to OSDE reviewers evidence of how the language instruction educational program (LIEP) meets the needs of ELs and demonstrates success in increasing English language proficiency and student academic achievement (e.g., samples of previous spring ACCESS test results, correlated with the individual student report card).	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
PNASE 15	The LEA has created a Title III-A application to increase the English proficiency levels of EL students by providing effective language instruction educational program that meets the needs of ELs and demonstrate success in increasing (A) English language proficiency (B) student academic achievement. [ESSA, Sections 3115(c)(1); 3116(b)(1)-(2)]	a. Submit to OSDE: Evidence of <i>joint planning</i> among programs funded by local, state and federal sources (including Title IA, Title IC- Migrant, IDEA, early childhood) in providing services to EL students (e.g. activity rosters indicating ELs who are placed in and participate in coordinated services/activities, including, but not limited to, Special Education, Gifted and Talented, Advanced Placement courses, Title I-A services, Title I-C Migrant, and extracurricular activities).	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
PNASE 16	EL students are identified and qualified for special programs (Title I, Special Ed, Gifted and Talented) in a timely manner as compared with their English-only peers. EL staff are involved in the placement/programming for ELs participating in special programs. [Title VI of the Civil Rights Act of 1964]	Onsite review: LEA will provide to OSDE reviewers documentation in IEP cumulative files indicating that EL personnel were invited to participate in IEP meetings for EL students who are also qualified to receive special education (SPED) services.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
PNASE 17	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, [Title VI of the Civil Rights Act of 1964]	a. Submit to OSDE: Evidence of former EL student performance tracking (e.g. EL student information services (SIS) reports, OSDE EL monitoring form, etc.)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
PNASE 18	LEAs must use Title III funds to provide effective professional development for teachers and principals of ELs that is: <ul style="list-style-type: none"> ● Designed to improve the instruction and assessment of ELs; ● Designed to enhance the ability of teachers and principals to understand and implement curricula, assessment measures and practices, and instructional strategies for ELs; ● Effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of 	a. Submit to OSDE: Evidence of EL professional development (PD) for teachers and principals (e.g. agendas and sign-in sheets, provider invoices, training descriptions, etc.). Onsite review: LEA will engage in discussion with OSDE reviewers regarding the implementation of effective professional development approved in the Title IIIA application (if applicable).	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Documentation not submitted. Please contact me regarding this requirement. TS 3/19/19

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<p>PNASE 19</p>	<p>teachers of ELs; and</p> <ul style="list-style-type: none"> Of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classroom. This does not include one-day or short-term events, unless as part of a teacher's comprehensive professional development plan that is based on a needs assessment. [ESSA, Section 3115(c)(2)] <p>Immigrant Grant Recipients Only The LEA uses immigrant funds to serve immigrant children and youth as required by Section 3115(e) The term "immigrant children and youth" as defined in section 3201(5) of Elementary and Secondary Education Act (ESEA), means individuals who-</p> <ol style="list-style-type: none"> Are aged 3 through 21; Were not born in any State; and Have not been attending one or more schools in any one or more States for more than 3 full academic years. <p>*An immigrant student may or may not also be EL, and an EL student may or may not also be immigrant.</p>	<p>a. Submit to OSDE: Sample of documentation (e.g. flyers, newsletter announcements, agendas, sign-in sheets, etc. for FY19) that indicates the use of funds to enhance instructional opportunities for <i>immigrant</i> children and youth (if applicable). [ESSA, Section 3115(e)(1)(A)-(G)]</p> <p>Onsite review: OSDE reviewers will interview immigrant program staff (if applicable).</p>	<p><input type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>	<p><input checked="" type="checkbox"/></p>	
<p>PNASE 20</p>	<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 [McKinney-Vento Homeless Assistance Act, Section 722, Title 42 U.S.C. §11432 (1)(j)(iii)]</p> <p>Liaison shall ensure that school personnel providing services under this subtitle receive professional development and other support. [McKinney-Vento Homeless Assistance Act, Section 722; Title 42 U.S.C. §11432(g)(1)(D)]</p>	<p>a. Submit to OSDE: Evidence of dissemination of homeless liaison's duties and the requirements of Title IX-A Homeless Education (e.g. posters, website screenshots, etc.). [ESSA, Section 9102/McKinney-Vento Homeless Assistance Act, Sec. 722(g)(6)(A)(ix)]</p> <p>b. Submit to OSDE: Evidence (e.g. agendas and sign-in sheets) of homeless education training for staff in Title I A schools, and non-Title I A schools regarding identification of homeless students.</p>	<p><input type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p>The documentation needs to show that the information is publicly available (picture of a posted poster, website screenshot, etc.). TS 3/19/19</p>
<p>PNASE 21</p>	<p>The LEA ensures that the homeless liaison participates in professional development and other technical assistance activities. [McKinney-Vento Homeless Assistance Act, Section 722; Title 42 U.S.C. 11432(j)(iv)]</p>	<p>a. Submit to OSDE: Evidence of homeless liaison participation in training(s), webinars and other professional development (e.g. agendas, brochures, etc.) [ESSA, Section 9102/McKinney-Vento Homeless Assistance Act, Sec. 722(j)(iv)]</p>	<p><input type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p>The homeless liaison is required to do ongoing education. Please contact me regarding this requirement. TS 3/19/19</p>
<p>PNASE 22</p>	<p>LEA ensures homeless children have access to public preschool programs, as provided to other children in the State; Homeless and Runaway youth as well as youths separated from public schools are identified and accorded equal access to appropriate secondary education and support services. Including by identifying and removing barriers that prevent youths from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies. [McKinney-Vento Homeless Assistance Act, Sec. 722; Title 42 U.S.C. §11432(g)(1)(F)(i)(iii)]</p> <p>The policy includes assurance that homeless children and</p>	<p>a. Submit to OSDE: LEA homeless student written policy that:</p> <ul style="list-style-type: none"> describes the rights of homeless students and the requirements of the LEA in serving these students; includes the rights of homeless children and youth, definitions, identification, school selection, disputes, services, free meals, staff training, program coordination, preschool access, full or partial credit accrual, dissemination of educational rights, etc.; includes assurance that homeless children and youth are not stigmatized or segregated and ensures that transportation is provided at the request of parent/guardian to and from the school of origin; removes barriers of homeless students' access to academic and extracurricular activities, including magnet school, 	<p><input type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p>Submitted documentation does not sufficiently address the requirements to the left. TS 3/19/19</p>

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	<p> 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. <i>[McKinney-Vento Homeless Assistance Act, Sec. 722; Title 42 U.S.C. §11432(g)(1)(i)(iii)]</i> The LEA has a policy that ensures homeless children and youth 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. <i>[McKinney-Vento Homeless Assistance Act, Section 722; TITLE 42 U.S.C. §11432(g)(1)(i)]</i></p>	<p>summer school, career and technical education, advanced placement, on-line learning, and charter school programs.</p>			
<p>SCHOOL STABILITY In determining the <i>best interest</i> of the child or youth, the LEA shall: (i) 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. <i>[McKinney-Vento Homeless Assistance Act, Section 722; TITLE 42 U.S.C. §11432(g)(3)(B)(i)]</i> (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. <i>[McKinney-Vento Homeless Assistance Act, Section 722; TITLE 42 U.S.C. §11432(g)(3)(B)(ii)]</i> If, after conducting the best interest determination, the LEA determines that it is not in the child's or youth's best interest to attend the school of origin or the school requested by the parent or guardian, or unaccompanied youth, the LEA must provide a written explanation of the reasons for its determination in a manner and form understandable to such parent, guardian, or unaccompanied youth. The LEA must have a process for the resolution of disagreements, including procedures for homeless families and youth to appeal school placement decisions made by the LEA. <i>[McKinney-Vento Homeless Assistance Act, Section 722; TITLE 42 U.S.C. §11432(g)(3)(B)(iii)]</i> The term "school of origin" means the school that a child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including a preschool when the child or youth completes the final grade level</p>	<p>a. Submit to OSDE: Sample of the "Best Interest Determination" form for the school of origin placement of homeless students (if applicable). <i>[McKinney-Vento Homeless Assistance Act, Section 722; TITLE 42 U.S.C. §11432(g)(3)(E)(iii)]</i></p> <p>b. Submit to OSDE: Sample of notification letter to parents, unaccompanied homeless youth, or caregiver regarding school placement decisions when they are different from what was requested. <i>[ESSA, Section 9102/McKinney-Vento Homeless Assistance Act, Section 722(g)(3)(B)(iii)]</i></p> <p>c. Submit to OSDE: LEA written "Homeless Complaint Resolution Procedures", which must include the rights of the parent, guardian, or unaccompanied youth to appeal decisions related to identification, school placement, transportation, etc. and the appeal process to resolve the dispute. <i>Note: LEA McKinney Vento Homeless Education Complaint Policy must align to the State's McKinney Vento Homeless Education Complaint Policy.</i></p>	<p><input type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input type="checkbox"/></p>	<p><input type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input type="checkbox"/></p>	<p><input type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>Documentation not submitted. Please use the state-created BID form available at: https://sde.ok.gov/sites/default/files/documents/files/BEST%20INTEREST%20DETERMINATION%20FORM.pdf, TS 3/19/19</p> <p>This documentation needs to be the actual letter or form that the district would provide to the parent/guardian in cases where enrollment based on homeless status is denied. A sample letter can be found in Appendix 8.A of the NCHE Liaison Toolkit at https://nche.ed.gov/. TS 3/19/19</p> <p>Submitted documentation does not sufficiently address the requirements to the left. TS 3/19/19</p>

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	<p>served by the school of origin, as described in clause (i), the term "school of origin" shall include the designated receiving school at the next grade level for all feeder schools. [McKinney-Vento Homeless Assistance Act, Section 722; TITLE 42 U.S.C. §11432(g)(3)(i)(ii)]</p>	<p>Onsite review: OSDE reviewers will interview homeless liaison and review homeless related complaint documents (if applicable).</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p>PNASE 24</p>	<p>LEA's homeless liaison shall ensure that public notice of the educational rights of homeless children and 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. [McKinney-Vento Homeless Assistance Act, Section 722; TITLE 42 U.S.C. §11432(g)(6)(A)(vi)]</p>	<p>a. Submit to OSDE: List of locations where homeless materials are posted (e.g. schools, shelters, campgrounds, public libraries, and soup kitchens) and samples of homeless materials disseminated.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Please provide a list of any locations external to the school where homeless materials or informational posters may be located. TS 3/19/19</p>
<p>PNASE 25</p>	<p>Each LEA shall coordinate (i) McKinney-Vento services with local social services agencies or other agencies or entities providing services to homeless children and youths and their families; and (ii) Transportation, transfer of school records, and other inter-district activities, with other local educational agencies. [McKinney-Vento Homeless Assistance Act, Section 722; TITLE 42 U.S.C. §11432(g)(5)(A)(i)(ii)] Each LEA liaison for homeless children and youth shall 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. [McKinney-Vento Homeless Assistance Act, Section 722; TITLE 42 U.S.C. §11432(g)(6)(A)(iv)]</p>	<p>a. Submit to OSDE: Evidence of coordination/collaboration with social services agencies, local community action partners, higher education agencies for the purpose of Free Application for Federal Student Aid (FAFSA), etc. (e.g. letter of support from partners, meeting agendas, etc.). b. Submit to OSDE: Evidence of coordination/collaboration with other LEAs on inter-district issues (if applicable).</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Documentation not submitted. Please contact me regarding this requirement. TS 3/19/19</p> <p>Documentation not submitted. Please contact me regarding this requirement. TS 3/19/19</p>
<p>PNASE 26</p>	<p>Unaccompanied youths are informed of their status as independent students under section 480 of the Higher Education Act of 1965 (20 U.S.C. 1087vv) 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 (FAFSA) described in section 483 of such Act (20 U.S.C. 1090). [McKinney-Vento Homeless Assistance Act, Section 722; TITLE 42 U.S.C. §11432(g)(6)(A)(x)(iii)]</p>	<p>a. Submit to OSDE: Evidence that the unaccompanied youth have been informed: i. of their status as independent student and ii. they may obtain assistance from the liaison to receive verification of independent student status for the purposes of the FAFSA described in section 483 of such Act (e.g. documentation verifying eligible youths have been informed about their independent status and their right to obtain assistance regarding the FAFSA) (20 U.S.C. 1090)</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>A sample form may be found at: https://www.schoolhouseconnection.org/sample-form-letter-to-determine-the-independent-student-status-of-unaccompanied-homeless-youth/. TS 3/19/19</p>
<p>PNASE 27</p>	<p>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. 6301</p>	<p>a. Submit to OSDE: Evidence of expenditures to provide educationally related support services to homeless children in non-Title I-A schools and shelters (if applicable).</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Please provide a screenshot of the Low-Income Step 4 in the district Consolidated Application showing the district Homeless</p>

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		et seq); ESSA Section 722 [Title 42 U.S.C.Part 11432](g)(4)(B)]							Set-Aside. TS 3/19/19
PNASE 28	TIA ● TIIIA ●	All qualified EL students are annually assessed for English Language Proficiency (ELP) using the state approved English Language Proficiency assessment (WIDA) aligned to the state's English Language Proficiency standards and the State's academic content standards. [ESSA, Section 1111(b)(2)(G)]; [ESSA, Section 3113(b)(3)(B)]	Onsite review: OSDE reviewers will review the LEA's procedures on how the LEA provides appropriate accommodations for ELs with an active IEP on the ELP assessment (WIDA). Onsite review: OSDE reviewers will review the LEA's procedures for verifying that recently arrived English Learners (first year) are exempt from participation in the English Language Arts portion of the academic achievement assessment. Onsite review: OSDE reviewers will review the LEA's procedures for verifying number and percentage of ELs tested on ELP assessments (WIDA). Onsite review: OSDE reviewers will review evidence that LEA only administers Alternate ACCESS to ELs also participating in other alternate assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
PNASE 29	TIA ●	The LEA assesses all qualified ELs on annual academic achievement assessments (in appropriate grades), and exempts first year ELs from the English Language Arts portion of the annual academic achievement assessment (OSTP). [ESSA, Section 1111(b)(2)(B)(vii)(III); 1111(b)(3)]	a. Submit to OSDE: Evidence that ELs are participating in academic achievement assessments (OSTP). e.g.: list of all EL students –using STN #s, not names- and a list of all students who participated in OSTP.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
PNASE 30	TIA ● TIC ● TIIIA ● TVB ●	Paraprofessionals are individuals who are employed in a preschool, elementary school, or secondary school under the supervision of a certified or licensed teacher, including individuals employed in language instruction educational programs, special education, and migrant education. [ESSA, Section 1112(c)(6)] Paraprofessional, also known as a 'paraeducator' includes an education assistant and instructional assistant. [ESSA Section 8101(37)]	Onsite review: OSDE reviewers will review paraprofessional schedule, including where instruction is provided and the instructor supervising during each instructional session.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
PNASE 31	TIVA ●	A State, local educational agency, or other entity receiving funds under this title shall obtain prior written, informed consent from the parent of each child who is under 18 years of age to participate in any mental-health assessment or service that is funded under this title and conducted in connection with an elementary school or secondary school under this title. [ESSA, Section 4001(a)]	a. Submit to OSDE: Evidence of parent written consent for each child (redacted name) who is under 18 years of age authorizing participation in any mental-health assessment or service that is funded under Title IV, Part A (if applicable).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
PNASE 32	○	Low-income and minority children enrolled in schools assisted under this part are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. [ESSA, Section 1111(g)(1)(B)]	a. Submit to OSDE: Equitable Teacher Distribution plan, form, etc. <i>Note: if applicable, the plan shall describe the incentives the LEA provides to certified personnel that allowed under ESSA, Section 2103(b)(3)(B)(ii) to improve equity in the distribution of teachers within LEA.</i> Onsite review: OSDE reviewers will review the list of teachers receiving incentives and the type of incentives, all public and	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

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		nonpublic school teachers receiving tuition reimbursement with teacher name, course, and amount (applicable only if tuition reimbursement is paid with Title II-A funds), and the Educational Assistance Plan (if applicable).				
Parent and Family Engagement (PFE)						
PFE 1	TIA ●	At the beginning of each school year, the local educational agency (LEA) shall notify parents in all Title I-A served buildings that they may request information regarding the professional qualifications of students' classroom teachers. [ESSA, Section 1112(e)(1)(A)] A school that receives funds under this part shall provide to each individual parent of a child who is a student in such school, with respect to such student who is assigned/taught by a teacher over four or more consecutive weeks that does not meet state licensure requirements at grade/subject level. [ESSA, Section 1112(e)(1)(B)(iii)]	<p>a. <input checked="" type="checkbox"/> Submit to OSDE: Sample of Parents-Right-to-Know Letters notifying parents about their rights to request information regarding the professional qualifications of the student's classroom teachers and paraprofessionals. [ESSA, Section 1112(e)(1)(A)]</p> <p>b. <input type="checkbox"/> Submit to OSDE: Evidence of a Parent Notification Letter regarding a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned (if applicable). [ESSA, Section 1112(e)(1)(b)(iii)]</p> <p>c. <input type="checkbox"/> Submit to OSDE: Evidence of a Parent Notification Letter regarding a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand (if applicable, for non-English speaking parents/guardians). [ESSA, Section 1112(e)(4)]</p>	<input type="checkbox"/>	<input type="checkbox"/>	
PFE 2	TIA ●	A school that receives funds under this part shall provide to each individual parent of a child who is a student in such school, with respect to such student information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part. [ESSA, Section 1112(e)(1)(B)(ii)]	<p>a. <input type="checkbox"/> Submit to OSDE: Evidence of informing the parents on the level of achievement and academic growth of their student on OSTP (Oklahoma State Testing Program). [ESSA, Section 1112(e)(1)(B)(ii)]</p> <p>b. <input checked="" type="checkbox"/> Submit to OSDE: Evidence of informing the parents on the level of achievement and academic growth of their student on State approved EL assessment report (ACCESS for ELLs 2.0).</p>	<input type="checkbox"/>	<input type="checkbox"/>	Please contact me in regards to this requirement. I cannot see this information on your website. TS 3/19/19
PFE 3	TIA ●	The LEA parent and family engagement policy is developed with parents, agreed upon by parents, and distributed to all parents. The policy must describe how the LEA will: <ul style="list-style-type: none"> • Develop a Title I Plan • Build capacity to improve academic achievement • Coordinate with other programs • Include evidence based strategies • Annually evaluate policy [ESSA, Section 1116(a)] 	<p>a. <input checked="" type="checkbox"/> Submit to OSDE: LEA Parent and Family Engagement Policy. [ESSA, Section 1116(a)(2)]</p> <p>b. <input checked="" type="checkbox"/> Submit to OSDE: Evidence that the LEA Parent and Family Engagement Policy was distributed to parents.</p> <p>c. <input type="checkbox"/> Submit to OSDE: Evidence of the annual evaluation of the content and effectiveness of the parent and family engagement policy (e.g. procedures, agendas, sign-in sheets, minutes, etc.).</p>	<input type="checkbox"/>	<input type="checkbox"/>	Please provide evidence of evaluation of the surveys that you submitted, i.e. agenda, minutes, sign-in sheets. TS 3/19/19
PFE 4	TIA ●	Each school shall jointly develop with and distribute to parents and family members of participating children a written parent and family engagement policy. The written policy must describe how the school will carry out the parent/family	<p>a. <input type="checkbox"/> Submit to OSDE: School Parent and Family Engagement Policy (e.g. a sample from at least one school). [ESSA, Section 1116(b)-(e)]</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ESSA requires separate PFE policies at the school level targeted towards the unique

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		engagement activities. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. [ESSA, Section 1116(b)]				characteristics (i.e. student age) of particular school population. TS 3/19/19
PFE 5	TIA ●	Each Title I school shall jointly develop with parents for all children served under Title I, a school-parent compact. School shall distribute the compact to parents annually. [ESSA, Section 1116(d)]	<p>a. Submit to OSDE: Sample of School-Parent Compact containing the required elements. [ESSA, Section 1116(d)]</p> <p>b. Submit to OSDE: Evidence that the school-parent compact is collaboratively written with parents and distributed annually (e.g. agendas, sign-in sheets, minutes, etc.).</p>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	This would be evidence that the school PFE Policy was distributed. TS 3/19/19
PFE 6	TIA ●	Each school shall convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation and to explain the requirements of this part (Title I, Part A), and the right of the parents to be involved. [ESSA, Section 1116 (c)(1)]	<p>a. Submit to OSDE: Copy of the annual parent meeting notification(s), agenda, meeting notes/minutes, and sign-in/attendance list.</p>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	Parts of the agenda and meeting notes are unreadable. Please submit a legible copy of this agenda and notes. TS 3/19/19
PFE 7	TIA ●	Parents and family members of children receiving services under this part shall be involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities. [ESSA, Section 1116 (a)(3)(B)]	<p>a. Submit to OSDE: Meeting agendas, notes/minutes, and sign-in sheets from meeting(s) addressing the use of site level Title I-A funds for parental engagement activities. [ESSA, Section 1116(a)(2)(E)]</p> <p>b. Submit to OSDE: Parent and Family Engagement Educational Activities (e.g. flyers, newsletters, agendas, etc.). Examples of activities could be assistance to parents in understanding content and achievement standards and assessments, how to monitor their child's progress, and training to the parents on how to help their children succeed in school (e.g. literacy training, using technology, etc.).</p>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	
PFE 8	TIC ●	District and regional Parent Advisory Councils (PACs) fulfill their responsibilities by: <ul style="list-style-type: none"> Establishing migrant education program goals, objectives, and priorities based on reviewing the comprehensive needs assessment, service delivery plan, and district MEP activities Advise district in planning district program activities. [ESSA, Sections 1304(c)(3) and 1306(a)(1)(B)(iii)] 	<p>a. Submit to OSDE: Evidence that migrant parents are involved in the planning, implementation and evaluation of the program (e.g. Parent Advisory Council (PAC) bylaws or guidelines)</p> <p>b. Submit to OSDE: Notices of meetings, invitations and correspondence, agendas & minutes of PAC meetings in English and other language (if applicable).</p> <p>c. Submit to OSDE: Evidence of outreach invitations, such as signed attendance sheets with parents of migratory children clearly identified/highlighted. Other examples of evidence outreach may include meeting minutes, PowerPoint presentations, survey samples and overall results, copies of call logs, or home visits and notes from these interactions.</p>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	
PFE 9	TIC ●	In the planning and operation of programs and projects at both the State and local agency operating level, there is consultation with parents of migratory children, including parent advisory councils, for programs not less than 1 school	<p>a. Submit to OSDE: Evidence of consultation with parents of migratory children before consolidation of Title I, Part C funds under project 785 (if applicable). LEA must provide agendas, sign-in sheets and minutes of the consultation.</p>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	

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		year in duration, and that all such programs and projects are carried out. [ESSA, Section 1304(c)(3)] A school that receives funds under this part (Title I, Part C) shall continue to address the identified needs described in paragraph (1), and shall meet the unique educational needs of migratory children before using funds under this part for schoolwide programs under section 1114. [ESSA, Section 1306(b)(4)]	b. Onsite review: OSDE reviewers will discuss with the LEA the consultation process with parents of migratory children before consolidation of Title I, Part C funds under project 785, and the services provided to the migratory children after the consolidation of funds (if applicable).	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
PFE 10	TIA ● TIIIA ●	The LEA ensures that it implements effective means of outreach to parents of English Learners regarding their education. [ESSA, Section 1112(e)(3)(C)] LEA shall use the funds to provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for English learners, which shall include parent, family, and community engagement activities. [ESSA, Section 3115(c)(3)(A)]	a. Submit to OSDE: Evidence of outreach invitations to parents of EL students (e.g. email invitations, flyers, etc.) b. Submit to OSDE: Evidence of Parent and Family Engagement Educational Activities for parents of EL Students (e.g. PowerPoints, handouts, etc.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Documentation not submitted. Please contact me regarding this requirement. TS 3/19/19
PFE 11	TIIIA ●	Parents, LEA and higher education staff, and community agencies/groups participate in developing and implementing the EL program and if applicable, coordinate with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start, and other early childhood education providers. [ESSA Section 3116(b)(4)(C)(D)]	a. Submit to OSDE: Agendas and minutes from meetings that included parents, LEA and higher education staff, and community agencies/groups participating in developing and implementing the EL program. b. Submit to OSDE: Signed attendance sheets from meetings regarding the development and implementation of the EL program with participant names and roles/affiliations.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
PFE 12	TIIIA ●	An eligible entity receiving funds under section 3114(d)(1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, which may include family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children. [ESSA, Section 3115(e)(1)(A)]	a. Submit to OSDE: Evidence of outreach invitations to and activities for the parents of immigrant children (e.g. email, invitations, flyers) b. Submit to OSDE: Evidence of Parent and Family Engagement Educational Activities for parents of immigrant students (PowerPoints, handouts, etc.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
PFE 13	TIIIA ●	An eligible entity receiving funds under section 3114(d)(1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, which may include family activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents and families of immigrant children and youth by offering comprehensive community service [ESSA, Section 3115(e)(1)(G)]	a. Submit to OSDE: Evidence of outreach invitations and activities coordinated between the LEA and community based organizations to assist parents of immigrant children (e.g. agendas, minutes, flyers, emails). b. Submit to OSDE: Signed attendance sheets of activities coordinated between the LEA and community based organizations to assist parents of immigrant children.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Certification and Qualifications – Teachers and Paraprofessionals								
CQ 1	○	The LEA will ensure that all teachers and paraprofessionals working in a program supported with Title I funds meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. [ESSA, Section 1111(g)(2)(U)] Note: This is applicable to all Schoolwide and Targeted	a. Submit to OSDE: Credentials for Paraprofessionals working in all Title I, Part A sites, regardless of the funding source of their salaries. Note: The OSDE reviewer will notify the LEA which paraprofessionals were randomly selected to have their credential records submitted for audit.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Request for credentials sent to Superintendent Grigg on 3/12/19. TS 3/19/19

Assistance programs.	
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II. Transparent Accountability

Indicator # Program(s)	Indicator Citation	Supporting Documents and Resources	Met requirements			Comments
			YES	NO	NA	
Cross-Cutting Fiscal Requirements – Policies and Procedures. (Note: All LEA policies shall be board approved prior to submission to OSDE.)						
CFR 1	<p>The LEA has a current inventory of any materials purchased with Federal funds. [2 CFR Parts 200.33, 200.94; and 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 Part 200.33]</p> <p><u>Supplies</u> means all tangible personal property other than those described in Uniform Guidance 2 CFR Part 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 Part 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 Part 200.20]</p> <p>LEAs must maintain effective control over, and accountability for, all funds, property, and other assets. [2 CFR Part 200.302]</p> <p>LEAs must expend and account for Federal funds in accordance with Federal and State laws and procedures for expending and accounting for these funds. LEA's accounting systems must satisfy Federal and State requirements regarding the ability to track the use of funds and permit the disclosure of financial results. LEAs must have written procedures for determining cost allowability and must have effective control over all funds. [2 C.F.R. 200.302(b)(7); EDGAR 34 C.F.R. 76.702]</p>	<p>a. Submit to OSDE: LEA's written inventory procedures, including 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>b. Submit to OSDE: Previous and current fiscal year (if applicable) inventory list of equipment and computer devices. Note: For each equipment and computing device (assets) purchased with Federal funds, the following information is maintained:</p> <ul style="list-style-type: none"> • Serial number or other identification number; • Source of funding for the property, including FAIN# (Federal Award Identification Number); • Who holds title; • Acquisition date • Cost of the property; • Percentage of Federal participation in the projects costs for the Federal award under which the property was acquired; • Location, use and condition of the property; and • Any ultimate disposition data including the date of disposal and sale price of the property. [2 CFR part 200.313(d)(1)] 	<p><input checked="" type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p>Reviewer confirmed that no equipment/computers have been purchased by this district using federal funds in the last 3 years. TS 3/19/19</p>
CFR 2		<p>a. Submit to OSDE: LEA's written cost allowability procedures.</p>	<p><input checked="" type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	

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CFR 3	<p>The state's and the other non-Federal entity's financial management systems, including records documenting compliance with Federal statutes, regulations, and the terms and conditions of the Federal award, must be sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the Federal statutes, regulations, and the terms and conditions of the Federal award. [2 C.F.R. 200.302(a)]</p>	<p>a. Submit to OSDE: LEA's written procedures for the use of the financial management system, to include: 1) the process of identifying obligated funds and unobligated balances (carryovers), and how these are tracked by the internal accounting system; 1) who tracks expenditures; 2) who draws down funds; 3) who deposits the checks. 4) the process of identifying any interest earned. (For example, if the LEA accidentally requested 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). Important Note: Generally, an LEA should not earn interest because LEAs receive payments from the SDE on a reimbursement basis.</p>	<p><input checked="" type="checkbox"/></p>	<p><input type="checkbox"/></p>	
CFR 4	<p>LEAs must have written procedures for payment systems. LEAs are generally required to minimize the time elapsing between transfer of funds from U.S. or State Treasury and disbursement. [2 C.F.R. 200.302(b)(6); 2 C.F.R. 200.305(b)]</p>	<p>a. Submit to OSDE: LEA's cash management written procedures to implement the requirements of payments.</p>	<p><input checked="" type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p>This is the written procedures that govern how the district manages the encumbering and ultimate reimbursement of funds in a timely manner. TS 3/19/19</p>
CFR 5	<p>The non-Federal entity must establish and maintain effective internal control over the Federal award that provides reasonable assurance that the non-Federal entity is managing the Federal award in compliance with Federal statutes, regulations, and the terms and conditions of the Federal award. These internal controls should be in compliance with guidance in "Standards for Internal Control in the Federal Government" issued by the Comptroller General of the United States and the "Internal Control Integrated Framework", issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO). [2 C.F.R. 200.303]</p>	<p>a. Submit to OSDE: LEA's internal control written procedures to include how the LEA: a) manages the Federal award in compliance with Federal statutes, regulations, and the terms and conditions of the Federal award; b) evaluates itself to meet compliance with statute, regulations and the terms and conditions of Federal awards; c) takes prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; d) protects and safeguards PI (Personally Identifiable Information) from all sources – LEA personnel, student data, teacher data, etc.</p>	<p><input checked="" type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p>Please submit internal control procedures that address areas listed to the left. TS 3/19/19</p>
CFR 6	<p>The non-Federal entity must use its own documented procurement procedures which reflect applicable State and local laws and regulations, provided that the procurements conform to applicable Federal law and the standards identified in this section. [2 C.F.R. 200.318; 2 C.F.R. 200.319]</p>	<p>a. Submit to OSDE: LEA's written procedures for procurement transactions, including vendor selection process. The procedures shall also describe the method(s) of procurement chosen by the LEA in regards to: a) micro-purchases; b) small purchases; c) sealed bids; d) competitive proposals; e) and non-competitive proposals.</p>	<p><input checked="" type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p>Please submit procedures for procurement transactions that address everything to the left. TS 3/18/19</p>
CFR 7	<p>The non-Federal entity must have a written method for conducting technical evaluations of the proposals received and for selecting recipients. [2 C.F.R. 200.320(d)(3)]</p>	<p>a. Submit to OSDE: LEA's written procedures for evaluating competitive proposals.</p>	<p><input checked="" type="checkbox"/></p>	<p><input type="checkbox"/></p>	

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CFR 8	<p>The LEA meets comparability requirements. [ESSA, Section 1118(c)(1)(A)]</p>	<p>a. Submit to OSDE: LEA's written comparability procedures (if applicable). <input type="checkbox"/></p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
CFR 9	<p>Each LEA shall have either the combined fiscal effort per student or the aggregate expenditures of the LEA and the State with respect to the provision of free public education by the agency for the preceding fiscal year was not less than 90 percent of the combined fiscal effort or aggregate expenditures for the second preceding fiscal year. [ESSA, Section 8521]</p>	<p>a. Submit to OSDE: LEA's written procedures the LEA has in place to meet compliance with MOE requirements. <input type="checkbox"/></p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>This needs to be the written procedures that govern how the report located on page 52 of the OCAS manual is completed and certified within the district. TS 3/18/19</p>
CFR 10	<p>Compensation for personal services includes <u>all</u> remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the Federal award, including but not necessarily limited to wages and salaries. (1) Is reasonable for the services rendered and conforms to the established written policy of the non- Federal entity consistently applied to both Federal and non-Federal activities; (2) Follows an appointment made in accordance with a non-Federal entity's laws and/or rules or written policies and meets the requirements of Federal statute, where applicable; and (3) Is determined and supported as provided in paragraph (i) of this section, Standards for Documentation of Personnel Expenses, when applicable. [2 CFR 200.430(a)-(f)]</p>	<p>a. Submit to OSDE: LEA's written Compensation Policy describing how all remuneration (including but not limited to wages and salaries, benefits, incentives, stipends, tuition reimbursement, etc.):</p> <ul style="list-style-type: none"> a) is reasonable for the services rendered; b) conforms to the established written policy consistently applied to both Federal and non-Federal activities; c) follows an appointment (position) established by the LEA; d) is determined and supported as provided in paragraph (i) of this section, Standards for Documentation of Personnel Expenses, when applicable; e) is reasonable to the extent that compensation for employees engaged in work on Federal awards is consistent with that paid for similar work in other activities of the non-Federal entity; <p>Note: A cost is reasonable if:</p> <ul style="list-style-type: none"> • in its nature and amount, does not exceed the market prices for comparable goods or services for the geographic area; • does not exceed what would be incurred by a prudent person; • meets requirements imposed by such factors as: sound business practices; arm's-length bargaining; Federal, state and other laws and regulations; and terms and conditions of the Federal award or State Aid Act. [2 C.F.R. 200.404] 	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Please submit district's Compensation Policy with regards to everything listed to the left. TS 3/18/19</p>
<p align="center">Policies, Procedures and Requirements</p>						
PPR 1	<p>It is the intent of the Legislature to establish a professional development procedure whereby all teachers in the state continue their education beyond initial certification by the state to ensure that the children of the state are taught by professional educators, fully prepared in their areas of expertise. Furthermore, such professional development procedure shall provide alternative means of education, including one or more of the following: in-service programs, higher education courses, or other alternative means of education designed to help teachers enrich their professional abilities. [O.S. 70-6-192]</p> <p>The district boards of education of this state shall establish</p>	<p>a. Submit to OSDE: LEA's Professional Development procedures (plan)</p> <p>Note: In developing program recommendations, each professional development committee shall annually utilize a data-driven approach to analyze student data and determine district and school professional development needs. The professional development programs adopted shall be directed toward development of competencies and instructional strategies in the core curriculum areas for the following goals:</p> <ul style="list-style-type: none"> a) increasing the academic performance data scores for the district and each school site; b) closing achievement gaps among student subgroups; 	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Please provide a listing of specific PD provided by the district for the 2018-19 year in the format described on page 4 of the Monitoring Toolkit. TS 3/19/19</p>

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	<p>professional development programs for the certified teachers and administrators of the district. Programs shall be adopted by each board based upon recommendations of a professional development committee appointed by the board of education for the district. [O.S. 70-6-194]</p>	<p>c) increasing student achievement as demonstrated on state-mandated tests and the ACT; d) increasing high school graduation rates; and e) decreasing college remediation rates. Each program may also include components on classroom management and student discipline strategies, outreach to parents, guardians or custodians of students, special education, and racial and ethnic education, which all personnel defined as teachers in Section 1-116 of this title shall be required to complete on a periodic basis. [O.S. 70-6-194]</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<p align="center">○</p> <p align="center">PPR 2</p>	<p>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(i)]</p>	<p>a. Submit to OSDE: LEA's written procedures for Time Distribution Records which must : (i) Be supported by a system of internal control which provides reasonable assurance that the charges are accurate, allowable, and properly allocated; (ii) Be incorporated into the official records of the non-Federal entity; (iii) Reasonably reflect the total activity for which the employee is compensated by the non-Federal entity, not exceeding 100% of compensated activities; (iv) Encompass both federally assisted and all other activities compensated by the non-Federal entity on an integrated basis, but may include the use of subsidiary records as defined in the non-Federal entity's written policy; (v) Comply with the established accounting policies and practices of the non-Federal entity (vi) Support the distribution of the employee's salary or wages among specific activities or cost objectives if the employee works on more than one Federal award; a Federal award and non-Federal award; an indirect cost activity and a direct cost activity; two or more indirect activities which are allocated using different allocation bases; or an unallowable activity and a direct or indirect cost activity. (viii) Budget estimates (i.e., estimates determined before the services are performed) alone do not qualify as support for charges to Federal awards, but may be used for interim accounting purposes. Note: The OSDE reviewer will notify the LEA which federally paid personnel were randomly selected to have their time and effort records submitted for audit. Site monitored LEAs shall provide the records for all federally paid personnel at the time of the site visit.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Requests for Time Distribution Records were sent to Superintendent Grigg on 3/12/19. TS 3/19/19</p>
<p align="center">○</p> <p align="center">PPR 3</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>a. Submit to OSDE: LEA's written procedures for maintaining and storing original records, both paper and electronic. Procedures must include reasonable safeguards for ensuring that the records are not altered.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Please submit written procedures for maintaining and storing original records, including safeguards for ensuring that the records are</p>

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								not altered. TS 3/19/19
PPR 4	<p>Travel costs are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the non-Federal entity. Such costs may be charged on an actual cost basis, on a per diem or mileage basis in lieu of actual costs incurred, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip, and results in charges consistent with those normally allowed in like circumstances in the non-Federal entity's non-federally funded activities and in accordance with non-Federal entity's written travel reimbursement policies. [2 CFR 200.474 and 200.432]</p>	<p>a. Submit to OSDE: LEA's Travel Policy (including travel/dependent care costs, reimbursement, etc.).</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
PPR 5	<p>Federal Programs regulations pertaining to programs under the reauthorized <i>Elementary and Secondary Education Act (ESEA)</i> require the State Education Agency (SEA) to adopt written procedures, consistent with State law for:</p> <p>(1) Receiving and resolving any complaint from an organization or individual that the SEA or an agency or consortium of agencies is violating a Federal statute or regulations that apply to a covered program listed in subsection (b) of this section.</p> <p>(2) Reviewing an appeal from a decision of an agency or consortium of agencies with respect to a complaint; and</p> <p>(3) Conducting an independent on-site investigation of a complaint if the SEA determines that an on-site investigation is necessary. [34 CFR 299.10-12, <i>Subpart F</i>]</p> <p>2. CFR part 200 applies to grantees under direct grant programs (as defined in 34 CFR 75.1(b)), (b) 2 CFR part 200 also applies to grantees under all other programs under the ESEA unless a State formally adopts its own written fiscal and administrative requirements for expending and accounting for all funds received by State educational agencies (SEAs) and local educational agencies (LEAs) under the ESEA. [2 CFR § 299.2]</p>	<p>a. Submit to OSDE: LEA's Federal Programs written complaint policy.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
PPR 6	<p>The non-Federal entity must maintain written standards of conduct covering conflicts of interest and governing the performance of its employees engaged in the selection, award and administration of contracts. [2 CFR 200.318(c)]</p>	<p>a. Submit to OSDE: LEA's conflict of interest written policy (also address the written disclosure of potential conflict of interest). <i>Note: The non-Federal entity must disclose in writing any potential conflict of interest to the Federal awarding agency or pass-through entity in accordance with applicable Federal awarding agency policy. [2 CFR 200.112]</i></p> <p>b. Submit to OSDE: All violations (for the past 2 years) of Federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the Federal award (if applicable). Failure to make required disclosures can result in any of the remedies described in § 200.338 Remedies for noncompliance, including suspension or debarment. [2 CFR 200.113]</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
			<input checked="" type="checkbox"/>	<input type="checkbox"/>				Please submit a statement typed on district letterhead that affirms the district has committed some/all violations listed to the left and details

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					the violations, or affirms that the district has not committed any of the violations listed. TS 3/19/19
PPR 7	The LEA provides access to student directory information to military recruiters upon request. [ESSA, Section 8528. 20 U.S.C. 7908]	a. Submit to OSDE: LEA's Military Recruiter Access policy.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
PPR 8	To ensure timely and meaningful consultation on issues affecting American Indian and Alaska Native students, an affected local educational agency shall consult with appropriate officials from Indian tribes or tribal organizations approved by the tribes located in the area served by the local educational agency prior to the affected local educational agency's submission of a required plan or application for a covered program under this Act or for a program under title VI of this Act. [ESSA, Section 8538(a)] Each affected local educational agency shall maintain in the agency's records and provide to the State educational agency a written affirmation signed by the appropriate officials of the participating tribes or tribal organizations approved by the tribes that the consultation required by this section has occurred. If such officials do not provide such affirmation within a reasonable period of time, the affected local educational agency shall forward documentation that such consultation has taken place to the State educational agency. [ESSA, Section 8538(b)]	a. Submit to OSDE: LEA's ESSA Tribal Consultation Agreement or Waiver (if applicable).	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
PPR 9	Each recipient of a grant or subgrant under the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) display, in a public place, the hotline contact information of the Office of Inspector General of the Department of Education so that any individual who observes, detects, or suspects improper use of taxpayer funds can easily report such improper use. [ESSA, Section 9203(1)]	a. Submit to OSDE: Evidence of posting the hotline contact information of the Office of Inspector General of the Department of Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	This documentation can be a screenshot, or a picture of an appropriate notification poster in a publicly accessible area of the school. TS 3/19/19
PPR 10	A local educational agency that receives assistance under this part shall prepare and disseminate an annual local educational agency report card that includes information on such agency as a whole and each school served by the agency. Each local educational agency report card shall be— (i) concise; (ii) presented in an understandable and uniform format, and to the extent practicable, in a language that parents can understand; and (iii) accessible to the public, which shall include—(I) placing such report card on the website of the local educational agency; and (II) in any case in which a local educational agency does not operate a website, providing the information to the public in another manner determined by the local educational agency. [ESSA, Section 1111 (2)(h)(1)(A) and ESSA Section 1111(2)(h)(1)(B)(iii)]	a. Submit to OSDE: Evidence of the most recent school Report Card Dissemination (website screen-shot, letter, e-mail, newsletter, etc.).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

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III. Equitable Services to Nonpublic Schools Not applicable

Indicator # Program(s)	Indicator Citation	Supporting Documents and Resources	Met requirements			Comments
			YES	NO	NA	
Equitable Services						
ES 1	The LEA shall provide services to private schools' students and teachers in an equitable manner based on the needs of the private school desiring to participate. [ESSA, Section 1117(a)(1)(A), 8501(c)]	<p>a. Submit to OSDE: (1) LEA's written procedures for determining program services to the nonpublic students and teachers, to include:</p> <ul style="list-style-type: none"> a) how student needs will be identified; if applicable, describe the rank order the students are selected based on multiple educational objective criteria; b) what services will be offered; c) how, where, and by whom the services will be provided; d) how the services will be assessed and how the results of the assessment will be used to improve those services; e) the size and scope of the equitable services to be provided to the eligible nonpublic school students, teachers, and other educational personnel, the amount of funds available for those services, and how that amount is determined; f) how and when the agency, consortium, or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the nonpublic school officials on the provision of services through potential third-party providers; and g) whether the agency, consortium, or entity shall provide services directly or through a separate government agency, consortium, or entity, or through a third-party contractor; and h) whether to provide equitable services to eligible nonpublic school students - <ul style="list-style-type: none"> i. by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(C) based on all the students from low-income families in a participating school attendance area who attend nonpublic schools; or ii. in the agency's participating school attendance area who attend nonpublic schools with the proportion of funds allocated under subsection (a)(4)(C) based on the number of students from low-income families who attend nonpublic 	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

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ES 2	●	The LEA provides opportunities for teachers of participating private schools to participate, on an equitable basis, in professional activities. <i>[ESSA, Sections 1117(a)(1)(B), 8501(a)(3)(a)]</i>	(2) The LEA's parent involvement strategies for the inclusion of parents of nonpublic school students. a. Submit to OSDE: LEA's documentation for <u>each</u> participating nonpublic school that will provide evidence for FY18 and FY19 funds spent on services and materials for students, teachers and other school leaders (e.g. names of conferences attended, student services, materials ordered, etc., accompanied by the dollar amounts spent in the respective fiscal year). Onsite review: OSDE reviewers will interview the LEA about the LEA's process for monitoring the federal programs in which the nonpublic schools participate.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ES 3	●	If the agency, consortium, or entity disagrees with the views of the private school officials on the provision of services through a contract, the agency, consortium, or entity shall provide to the private school officials a written explanation of the reasons why the local educational agency has chosen not to use a contractor. <i>[ESSA, Sections 1117(b)(2), 8501(c)(2)]</i> If the private school official wishes to file a complaint, the private school official shall provide the basis of the noncompliance and all parties shall provide the appropriate documentation to the appropriate officials. <i>[ESSA, Sections 1117(b)(2), 8501(c)(6)(B)]</i>	a. Submit to OSDE: LEA's Nonpublic School Complaint Procedures (including the right of the nonpublic school official to complain to the OSDE regarding consultation by the LEA that was not meaningful and timely or did not give due consideration to the views of the nonpublic school official). b. Submit to OSDE: Evidence that the complaint procedure has been shared with nonpublic schools (e.g. sign in sheets, signed statements, etc.). c. Submit to OSDE: Records of LEA efforts to resolve any complaints made by nonpublic school representatives (if applicable).	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ES 4	●	The LEA retains control of and includes an inventory of fixed assets for all equipment purchased with funds for private schools. <i>[ESSA, Section 8501(d)(1)]</i> Services provided to private school children were provided by employees of the LEA or contracted by the LEA. <i>[ESSA, Sections 8501(a)(5), 8501(d)(2)(A)]</i> In the provision of those services, the employee, person, association, agency, organization, or other entity shall be independent of the private school and of any religious organization, and the employment or contract shall be under the control and supervision of the public agency. <i>[ESSA, Section 8501(d)(2)(B)]</i>	a. Submit to OSDE: LEA's FY18 and FY19 inventory list for each nonpublic school indicating that the LEA maintains control of all funds related to materials and equipment. a. Submit to OSDE: Contract(s) of individual(s) providing services to nonpublic school students. b. Submit to OSDE: Evidence of the LEA supervising the individuals providing services to nonpublic school students (e.g. monitoring forms, district generated documentation, etc.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ES 5	●	To the extent consistent with the number of eligible children identified under section 1115(c) in the school district served by a local educational agency who are enrolled in private elementary schools and secondary schools, a local educational agency shall — ensure that teachers and families of the children participate, on an equitable basis, in services and activities developed pursuant to section 1116. <i>[ESSA, Section 1117(a)(1)(B)]</i>	a. Submit to OSDE: LEA's documentation indicating the services and the amounts the LEA spent for parent and family engagement activities for parents of participating nonpublic school students.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ES 6	●			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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IV. Title I-D Neglected, Delinquent, or At-Risk Not applicable

Indicator # Program(s)	Indicator Citation	Supporting Documents and Resources	Met requirements		Comments
			YES	NO NA	
State Agencies (SA) and Local Educational Agencies (LEA)					
ND 1	The SA or LEA operates programs that coordinate with facilities to meet the <u>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. [ESSA, Section 1423 (3)(5)]	<p>a. Submit to OSDE: Evidence that the SA or LEA provides a "regular program of instruction" which means an education program (not beyond grade 12) in an institution or a community day program for neglected or delinquent children that consists of classroom instruction in basic school subjects such as reading, mathematics, and vocationally oriented subjects, and that is supported by non-Federal funds (e.g. name(s) of the teacher(s) teaching regular program classes at the facility, sign-in sheets for teachers teaching in the facility to indicate the time on task from August-December, etc.).</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
ND 2	Transition: The SA or LEA provides a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and how the school will coordinate existing programs to meet the unique educational needs of these youth. [ESSA, Sections 1414(c)(9) and 1423 (5)]	<p>a. Submit to OSDE: SA or LEA's sample(s) of Student Transition Plans for students transitioning from correctional facilities to regular educational programs. Plan must include learning difficulties, substance abuse problems, and other special needs as appropriate.</p> <p>Onsite review: OSDE reviewers will interview the SA or LEA staff regarding the procedures for successfully transitioning students from an institutional setting to locally operated programs.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
ND 3	Coordination: The LEA will 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, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility. [ESSA, Section 1423(6)]	<p>a. Submit to OSDE: Minutes, agendas or email communications of meetings or other contact records indicating the LEA or SA coordination with social, health, and other services to meet needs of Neglected or Delinquent students.</p> <p>b. Submit to OSDE: LEA or SA Interagency Agreements with social, health, and other agencies to provide services to meet needs of Neglected or Delinquent students.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
ND 4	Partnerships: The SA or LEA develops partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students. [ESSA, Sections 1414(c)(12)(16) and 1423(7)]	<p>a. Submit to OSDE: A list of partners and/or businesses the SA or LEA has developed to facilitate postsecondary and workforce success for children and youth returning from correctional facilities.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

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ND 5	Parental Involvement: The SA or LEA involves parents and family members 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. [ESSA, Sections 1414(c)(14); 1423(8)]	a. Submit to OSDE: Evidence of SA or LEA parent and family engagement activities (e.g. emails, meetings, handouts, etc.) for parents of Neglected or Delinquent students.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ND 6	Coordination: The SA or LEA ensures that projects funded under this subpart are coordinated with other Federal, State, and local programs, such as programs under Title I of Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth. [ESSA, Sections 1414(c)(8) and 1423(9)]	a. Submit to OSDE: Evidence (e.g. agendas, career tech visits, guest speakers, etc.) that the SA or LEA coordinates projects with federal, state and local programs such as career & technical education programs, other Title I programs, state and local dropout prevention programs, special education programs, or other programs as appropriate.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ND 7	SA or LEA coordinates with any programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 (42 U.S.C. 5601 et seq.) or other comparable programs, if applicable. [ESSA, Section 1414(c)(19) and 1423(10)]	a. Submit to OSDE: Evidence the SA or LEA coordinates with any programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 or other comparable programs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ND 8	Probation Officers: The LEA ensures that schools receiving students returning from correctional facilities work with juvenile probation officers to meet the needs of such students. [ESSA, Section 1423(11)]	a. Submit to OSDE: Minutes of meetings or other contact records verifying that the LEA collaborates with juvenile probation officers.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ND 9	Special Education: The SA or LEA ensures that correctional facilities are aware of a child's or youth's existing individualized education program (IEP). [ESSA, Sections 1414(c)(15) and 1423(12)]	a. Submit to OSDE: Evidence of the SA or LEA informing the correctional facility about all students with an existing IEP (e.g. meeting sign-in sheets, formal correspondence, etc.).	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ND 10	Special Education Staff: SA will ensure that certified or licensed teachers and other qualified staff are trained to work with children and youth with disabilities and other students with special needs taking into consideration the unique needs of such students. [ESSA, Sections 1414(c)(17)]	a. Submit to OSDE: Evidence of SA's teacher or staff certification to work with children and youth with disabilities.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ND 11	Alternative Placement: The SA or LEA takes steps to find alternative placements for children and youth interested in continuing their education, but unable to participate in a regular education program. [ESSA, Sections 1414(c)(13) and 1423(13)]	a. Submit to OSDE: Sample(s) of individual written procedures the SA or LEA implements to find alternative placements for children and youth interested in continuing their education, but unable to participate in a regular education program (e.g. student individualized action plan, correspondence with alternative program facilities, etc.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ND 12	Pre-Post Testing: In conducting each evaluation under subsection 1431(a), an SA or LEA shall use multiple and appropriate measures of student progress. [ESSA, Subpart 3, Section 1431(c)]	a. Submit to OSDE: Evidence of assessments (redacted) the SA or LEA currently uses for pre and/or post-testing (e.g. scanned image showing type of assessment or other documentation).	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ND 13	SA or LEA provides appropriate professional development to teachers and other staff. [ESSA, Sections 1414(c)(10) & 1423(5)]	a. Submit to OSDE: Evidence of Neglected or Delinquent training the SA or LEA provides for all staff (e.g. agendas, sign-in sheets, etc.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ND 14	Each SA or LEA that conducts a program under subpart 1 or 2 shall evaluate the program, disaggregating data on participation by gender, race, ethnicity, and age while protecting individual student privacy, not less than once every 3 years, to determine the program's impact on the	a. Submit to OSDE: Previous fiscal year Neglected or Delinquent program evaluation report the SA or LEA used to improve the effectiveness of the program.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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ability of participants. [ESSA, Section 1431(a)]		

V. Corrective Action

Corrective Action Plan																															
CAP	<p>a. Submit to OSDE: LEA/SA's Corrective Action Plan(s) (CAPs) that will outline the action steps the LEA/SA will implement to bring the statutory violation in accordance with federal law (if applicable).</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">LEA/SA lost 2nd year carryover funds in FY18</td> <td style="width: 10%; text-align: center;"><input type="checkbox"/></td> <td style="width: 10%; text-align: center;"><input checked="" type="checkbox"/></td> <td style="width: 10%; text-align: center;"><input checked="" type="checkbox"/></td> <td style="width: 10%;"></td> </tr> <tr> <td>LEA lost Title I, Part A excess 1st year carryover funds in FY18</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td></td> </tr> <tr> <td>LEA failed to submit its Independent Audit Report to the Financial Accounting Office by the deadline</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td></td> </tr> <tr> <td>LEA/SA failed to meet all the consolidated monitoring requirements at the end of FY18 monitoring period</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td></td> </tr> <tr> <td>LEA/SA missed the 120/45 day application submission deadline</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td></td> </tr> <tr> <td>LEA/SA ended in a negative general fund balance</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td></td> </tr> </table>	LEA/SA lost 2 nd year carryover funds in FY18	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		LEA lost Title I, Part A excess 1 st year carryover funds in FY18	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		LEA failed to submit its Independent Audit Report to the Financial Accounting Office by the deadline	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		LEA/SA failed to meet all the consolidated monitoring requirements at the end of FY18 monitoring period	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		LEA/SA missed the 120/45 day application submission deadline	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		LEA/SA ended in a negative general fund balance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
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	<p>If a non-Federal entity fails to comply with Federal statutes, regulations or the terms and conditions of a Federal award, the Federal awarding agency or pass-through entity may impose additional conditions, as described in <i>OMB § 200.207 Specific conditions</i>.</p>																														

VI. Monitoring Results

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OSDE USE ONLY	
	Comments
<p><u>LEA Submitted All Applicable Requested Documentation:</u></p> <p style="text-align: center;"><i>Choose an item.</i></p>	<p>Initial review completed. Please address those comments in bold red above and resubmit the requested documentation via email at your earliest convenience.</p>
<p><u>Reviewer's signature:</u> /s/ TAMMY SMITH</p> <p><u>Supervisor's signature:</u> <i>Type /s/Name Here.</i></p>	<p><u>Date:</u> 3/19/2019</p> <p><u>Date:</u> Click here to enter a date.</p>

