



2018-2019 Coordinated Monitoring

New York State Education Department
Office of ESSA-Funded Programs
Room 320 EB
89 Washington Avenue
Albany, NY 12234

2018-2019 Targeted Monitoring Review: **Examples of Evidence**

The LEA should present evidence demonstrating compliance with each section of the Review Form. This form identifies examples of evidence that may be submitted in order to satisfy the district level programmatic and fiscal requirements under ESEA as amended by ESSA as well as other additional quality indicators/practices. Please note the examples included are not exhaustive, the district may have additional documentation or alternate documentation that may satisfy an indicator.

The LEA should upload all documents to the secure business portal by the requested due date. This will allow for ample review prior to the visit.

Some indicators will not require a document upload. Compliance for these items will be assessed through review of the Consolidated Application for ESSA Funded Programs and staff interviews. At times, the LEA may not have documentation for a specific indicator. If this is the case that can be noted using the comment feature.

The LEA should not send confidential personnel information.

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Section I – Programmatic Compliance

General Programmatic Compliance Requirements	
Indicator	Examples of Evidence
<p>1. The 2018-2019 Consolidated Application for ESEA-Funded Programs is developed with timely and meaningful consultation with appropriate stakeholders, as defined under each respective part.</p> <p>ESEA Section 1112(a)(1)(A); 2103(b)(3)(A); and 4106(c)(1)</p>	<ul style="list-style-type: none"> • Meeting notification • Meeting sign in sheets • Meeting agendas • Attendance lists • Meeting minutes • Informational materials.
<p>2. All teachers and paraprofessionals working in a program supported with ESSA funds meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification.</p> <p>ESEA Section 1112(c)(6)</p>	<ul style="list-style-type: none"> • Federally funded teacher and paraprofessional names • TEACH report for all federally funded teachers and paraprofessionals
<p>3. The LEA has disseminated, free of charge, adequate information about the NYSED complaint procedures to parents of students, and appropriate private school officials.</p> <p>34 CFR 299.11</p>	<ul style="list-style-type: none"> • District web link to NYSED complaint procedures • Information displayed in: Parent/Student Handbooks, District/School Calendars, Title I Parent Meeting Informational materials • Title I District or School-Level Parent Involvement Policies

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Title I, Part A: Improving Basic Programs Operated by LEAs	
Schoolwide Program Requirements	
Indicator	Examples of Evidence
<p>1. The Schoolwide Program was developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school.</p> <p>ESEA Section 1114(b)(2)</p>	<ul style="list-style-type: none"> • Meeting notification • Meeting sign in sheets • Meeting agendas • Attendance lists • Meeting minutes • Informational materials
<p>2. The Schoolwide Program/Plans and their implementation are regularly monitored and revised as necessary based on student needs to ensure all students are provided with opportunities to meet challenging state academic standards.</p> <p>ESEA Section 1114(b)(3)</p>	<ul style="list-style-type: none"> • Schedule to review and revise SWPs • Documentation if revisions were made to the SWP Plan • If applicable, Board of Education approval of new or revised SWP plans • Sign-in sheets • Agendas • Handouts and/or PowerPoints • Meeting minutes • Emails

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Targeted Assistance Program Requirements	
Indicator	Examples of Evidence
<p>1. LEAs with schools implementing Targeted Assistance Programs provided evidence that schools are providing services to eligible participating students.</p> <p>ESEA Section 1115(b)(2)</p>	<ul style="list-style-type: none"> • LEA AIS/RTI Plan • AIS/RTI teacher schedules • AIS/RTI student lists • If applicable, samples of AIS student portfolios; 3 Title I elementary school student portfolios, 3 Title I middle school student portfolios, and/or 3 high school student portfolios • AIS/RTI notifications to parent • AIS/RTI reports to parents (progress or struggling)
<p>2. The LEA has demonstrated that schools implementing Targeted Assistance Programs, on an ongoing basis, review the progress of eligible children and revise the targeted assistance program, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.</p> <p>ESEA Section 1115(b)(2)(G)(iii)</p>	<ul style="list-style-type: none"> • AIS/RTI Student progress reports to parents • As applicable, samples of AIS/RTI student portfolios: 3 Title I elementary school student portfolios, 3 Title I middle school student portfolios, and/or 3 high school student portfolios

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Parent and Family Engagement Requirements	
Indicator	Examples of Evidence
<p>1. The LEA has a written parent and family engagement policy that is developed jointly, agreed on with, and distributed to parents and family members of participating children.</p> <p>ESEA Section 1116(a)(2)</p>	<ul style="list-style-type: none"> • Title I LEA-Level Parent & Family Engagement Policy (PFEP) • Schedule for review of the PFEP • Meeting notification • Meeting sign in sheets • Meeting agendas • Attendance lists • Meeting minutes • If applicable, Board of Education (BOE) Approval minutes.
<p>2. With the involvement of parents and family members, the LEA annually evaluates the content and effectiveness of its parent and family engagement policy in improving the academic quality of all Title I schools, including identifying—</p> <p style="padding-left: 40px;">(i) barriers to greater participation by parents in activities authorized Title I, Part A;</p> <p style="padding-left: 40px;">(ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and</p> <p style="padding-left: 40px;">(iii) strategies to support successful school and family interactions.</p> <p>ESEA Section 1116(a)(2)(D)</p>	<ul style="list-style-type: none"> • Meeting Schedule(s) • Meeting minutes and sign-in sheets. • Parent and Family Engagement Policy • Agenda(s), as applicable
<p>3. Each Title I <u>school</u> conducts an annual Title I Parent Meeting which informs parents of their school's participation in Title I, the requirements of the Title I program, and the rights of the parents to be involved in their child's education.</p> <p>ESEA Section 1116(c)(1)</p>	<ul style="list-style-type: none"> • Sign-in sheets • Agendas • Training Materials • Meeting minutes

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LEA Requirements	
Indicator	Examples of Evidence
<p>1. A LEA that previously had focus or priority schools that were obligated to offer public school choice has provided students enrolled in the public school option, prior to 2018-19, the option to continue to enroll in that school until the student has completed the highest-grade level of the school to which the student transferred.</p> <p>CR 100.23(a)</p>	<ul style="list-style-type: none">• A list of students accessing the public school choice Option in 2017-18• A list of students accessing the public school choice option in 2018-19, *The lists should include: the school name of the school they transferred to, and the students' current grade levels.

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Title I, Part C-Education of Migratory Children Requirements	
Indicator	Examples of Evidence
<p>1. Evidence of annual verification of Migrant Student Data, in consultation with the regional Migrant Education Tutorial and Support Services (METS) program centers. See: https://www.nysmigrant.org/map</p> <p>ESEA Section 1304(b)(3)</p>	<ul style="list-style-type: none"> • Email sign-off from local METS Director
<p>2. Evidence that the LEA maintains a current and up-to-date list of all migrant-eligible students based on official Certificates of Eligibility (COEs) issued by the State Migrant Education Program.</p> <p>ESEA Section 1304(b)(3)</p>	<ul style="list-style-type: none"> • List of migrant-eligible students
<p>3. Identify the practices used by the LEA to screen students upon enrollment for possible eligibility for migrant education, and to refer such students to their regional METS program centers for an eligibility determination. See: http://p1232.nysed.gov/accountability/T1/migrant/mets.html</p> <p>ESEA Section 1304(b)(3)</p>	<ul style="list-style-type: none"> • Sample completed Parent Survey <p>English: https://www.nysmigrant.org/sites/default/files/downloads/English-Parent-Survey.docx Spanish: https://www.nysmigrant.org/sites/default/files/downloads/Spanish-Parent-Survey.docx</p>

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Title I, Part D-Prevention and Intervention Programs For Children and Youth Who are Neglected, Delinquent, or At-Risk Requirements	
Indicator	Examples of Evidence
<p>1. The LEA has written formal agreement(s) with each locally operated neglected and/or delinquent facility outlining the programs and services to be provided and the roles and responsibilities of each entity (LEA, Facility, BOCES, etc.) providing services to students with Title I, Part D funds.</p> <p>ESEA Section 1423(2) and 34 CFR 200.90(c)</p>	<ul style="list-style-type: none"> • Signed written formal agreement <p>Note: This document must be dated and signed by all parties and current.</p>
<p>2. The LEA coordinates with facilities to ensure that children and youth are participating in an education program comparable to one operating in the local school such youth would attend.</p> <p>ESEA Section 1423(3)</p>	<ul style="list-style-type: none"> • Meeting sign in sheets • Meeting agendas • Attendance lists • Meeting minutes • Program Evaluations conducted by the LEA • Documentation of program, enhancements as a result of LEA/facility/third party (if applicable) consultation and collaboration.
<p>3. The LEA has comprehensive protocols for transitioning students from residential facilities back to their school.</p> <p>ESEA Section 1423(4) and CR 100.2(ff)(a)(2)</p>	<ul style="list-style-type: none"> • Log of student placement(s) into school when returning from a residential placement • Current written transition protocol that describes the process of the LEA transitioning youth back into school from residential placement. <p>Note: This protocol should include a description of the roles and responsibilities identified to facilitate the prompt, appropriate enrollment of students returning to the district from a residential placement.</p>
<p>4. The LEA involves parents and family members, as appropriate, in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and/or prevent the involvement of their children in delinquent activities.</p> <p>ESEA Section 1423(8)</p>	<ul style="list-style-type: none"> • Schedule of workshops, trainings, seminars, etc. • Agenda, sign-in sheet(s) of activities conducted to involve parents and family members in the educational process of their children.
<p>5. The LEA ensures that facilities working with children and youth are aware of a child's or youth's existing individualized education program and are providing services consistent with such plan.</p> <p>ESEA Section 1423(12)</p>	<ul style="list-style-type: none"> • Documentation of LEA intervention to assist the facility in obtaining IEP's and/or the provision of required services as indicated on the IEP.

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6. The LEA has protocols/procedures in place to evaluate the Title I, Part D program(s) operating at residential facilities within the district.

ESEA Section 1431(a)(1-5)

- LEA protocols/procedures
- Copies of the evaluation tool(s)
- Copies of previously conducted Title I, Part D Program Evaluations for each neglected or delinquent facility(ies) in the LEA.

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McKinney-Vento Homeless Education Program Requirements	
Indicator	Examples of Evidence
<p>1. The McKinney-Vento liaison demonstrates knowledge of what services can be provided to students experiencing homelessness and there is a process by which the liaison can access the Title I set-aside funding to provide such services.</p> <p>ESEA Section 1112(b)(6) and 1113(c)(3)(A)</p>	<ul style="list-style-type: none"> • Certificates of training from TEACHS, NAEHCY, NCHE, or other national level training providers for homeless education. • Training Agendas • Sign-in sheets
<p>2. The LEA has provided documentation about what services were provided to students who are homeless using Title I set-aside funding and those services were allowable and appropriate.</p> <p>ESEA Section 1112(b)(6) and 1113(c)(3)(A)</p>	<ul style="list-style-type: none"> • If applicable, FS-10, Invoices, Requisition Slips, Purchase Orders
<p>3. The McKinney-Vento liaison has participated in professional development/trainings on a yearly basis to learn about the rights of students in temporary housing and responsibilities of LEAs under the McKinney-Vento Act.</p> <p>42 U.S.C. 11432(g)(1)(J)(iv)</p>	<ul style="list-style-type: none"> • Training Agendas • Sign-in sheets • Purchase orders • Invoices • Certificates of training from TEACHS, NAEHCY, NCHE, or other national level training providers for homeless education. • Confirmation of attendance
<p>4. The LEA has an enrollment policy and practice that ensures:</p> <ul style="list-style-type: none"> • the immediate enrollment and full participation of children and youth experiencing homelessness in the LEA even though they may not have the documents normally needed for enrollment (e.g. proof of immunizations, proof of residency, birth certificate, school records, etc.), including students with IEPs; and • continued enrollment for students enrolled in the LEA who become homeless, including those students who are temporarily residing outside of the LEA's boundaries. <p>42 U.S.C. 11432(g)(3)(A) & 11432(g)(3)(C)(i)</p>	<ul style="list-style-type: none"> • Copy of the LEA enrollment policy for youth experiencing homelessness. • Registrar/enrollment staff confirm that students experiencing homelessness, including unaccompanied homeless youth, are immediately enrolled even if they are missing records. <p>Note: Enrollment, Transportation, Dispute Process may all be included in a single policy: Education for Homeless Children and Youth.</p> <p>Note: All policies must have been adopted after October 1, 2016, to be in compliance with amendments adopted under ESSA.</p>
<p>5. The LEA has a transportation policy and practice that ensures:</p> <ul style="list-style-type: none"> • transportation to the school of origin for students who are homeless, including for preschoolers who attend a preschool of 	<ul style="list-style-type: none"> • McKinney-Vento district policies and procedures with revision dates • Transportation policy • Documentation may include dated meeting agendas, notes, and attendance logs for revision meetings.

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<p>origin, for the duration of homelessness, through the remainder of the school year in which the student becomes permanently housed, and possibly an additional year if it is the student's terminal grade;</p> <ul style="list-style-type: none"> • transportation is provided to the school of origin up to 50 miles each way, even if such service is not available to students who are permanently housed, and • transportation for students who are homeless to participate in extra-curricular activities and summer school if the lack of transportation poses a barrier. <p>42 U.S.C. 11432(g)(1)(J)(iii) & NYS Education Law 3209(4)</p>	<ul style="list-style-type: none"> • Enrollment data for homeless students <p>Note: Enrollment, Transportation, Dispute Process may all be included in a single (i.e. All-inclusive) policy: Education for Homeless Children and Youth</p>
<p>6. The LEA administers a Housing Questionnaire (http://nysteachs.org/media/INF_SED_HousingQuest.docx) to all students seeking enrollment in the LEA and all students who enroll in the LEA who seek a change of address. The Housing Questionnaire is placed at the front of the enrollment/registration packet.</p> <p>42 U.S.C. 11432(g)(1)(I)</p>	<ul style="list-style-type: none"> • Enrollment Packet • Student Residency Questionnaire
<p>7. The LEA provided evidence that public notice of educational rights of homeless children and youth is disseminated by LEA in places where families and youth are likely to be present (e.g., schools, shelters, soup kitchens, public library, food pantries), and in a manner and form understandable to parents or guardians or youth, including, if necessary and to the extent feasible, in the native language of such parent or guardian or youth, or geared for low literacy. It is verified that such public notice is posted in district office/registrar and school buildings visited.</p> <p>42 U.S.C. 11432(g)(6)(A)(vi)</p>	<ul style="list-style-type: none"> • Posters/Flyers • PDFs of Posters/Flyers/Brochures placed in the places noted in No. 8 • <p>NOTE: Registrar/enrollment staff and school building principal confirmation that the Housing Questionnaire is completed by all students seeking enrollment and by all enrolled students who are seeking a change of address. If the number of students the LEA has identified as homeless is less than 10% of poverty, the LEA has verified the additional steps it will take, beyond distributing the Housing Questionnaire, to ensure that all students experiencing homelessness are identified.</p>
<p>8. The LEA has dispute resolution procedures for the prompt resolution of disputes regarding homeless eligibility, school selection, enrollment, and transportation and such procedures include:</p> <ul style="list-style-type: none"> • enrollment and/or transportation pending resolution of the dispute; and • providing written notice to the parent/guardian/youth explaining the decision, the right to appeal to the State Education Department within 30 days, and that the liaison is available to help with any appeal, and providing a copy of the appeal papers. 	<ul style="list-style-type: none"> • District Homeless Procedures • If applicable, documentation of actual final homeless dispute resolution • Documentation of the written notice provided to parent/guardian/youth explaining the decision.

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<p>42 U.S.C. 11432(g)(3)(E); Education Law 275.16 & 310 & 3209(5)</p>	
<p>9. The LEA provided evidence that young children experiencing homelessness are enrolled in pre-k, committee on preschool special education (CPSE) services, early intervention services, Head Start, Early Head Start, and other early care and education programs available in the community.</p> <p>42 U.S.C. 11432(g)(6)(A)(iii)</p>	<ul style="list-style-type: none"> • Enrollment forms, referral logs, documentation of coordination of district early learning programs and community preschool supports, referrals for special services. • Housing Questionnaire • List of children identified as homeless who are enrolled in the LEA's pre-k program or receiving CPSE services.
<p>10. The LEA demonstrated that all 11th and 12th grade students who are homeless receive individualized assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college. A school guidance counselor or college counselor has verified that all 11th and 12th grade students identified as homeless have received individualized college counseling and college readiness services.</p> <p>42 U.S.C. 11432(g)(1)(K)</p>	<ul style="list-style-type: none"> • Agendas or flyers that include information on specialized meetings regarding college preparation for students experiencing homelessness or how to support their parents and families. • Schedules, calendars, etc. of School Counselors. • Documentation of the review of academic and Career Readiness classwork, student attendance records. • Data used for program improvement • Description of supports provided to high school students who are homeless to ensure they graduate on time

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Foster Care Transportation Requirements	
Indicator	Examples of Evidence
<p>1. Evidence that the LEA has developed and implemented 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 care.</p> <p>ESEA Section 1112(c)(5)(B)</p>	<ul style="list-style-type: none">• Written transportation procedures

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Title II, Part A: Supporting Effective Instruction Requirements	
Indicator	Examples of Evidence
<p>1. The activities to be carried out by the LEA under Title II Part A are consistent with the "Conditions of Use" detailed in the Consolidated Application for ESSA-Funded Programs in order to support challenging State academic standards.</p> <p>ESEA Section 2102(b)(2)(A) and 2103(b)</p>	<ul style="list-style-type: none"> • Invoices • Purchased Service Agreements • Vendor contracts • PD schedules and offerings • PLC meeting minutes
<p>2. The LEA has prioritized the distribution of funds to schools in accountability and schools that have the highest percentage of children from low-income families.</p> <p>ESEA Section 2012(b)(2)(C)</p>	<ul style="list-style-type: none"> • Building level Title II allocations • Payroll Records
<p>3. The LEA uses data and ongoing consultation to continually update and improve activities supported under Title II Part A.</p> <p>ESEA Section 2012(b)(2)(D)</p>	<ul style="list-style-type: none"> • Meeting Notification • Meeting sign in sheets • Meeting agendas • Attendance lists • Meeting minutes • Informational materials • List of data sets reviewed

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Title IV, Part A: Student Support and Academic Enrichment Requirements	
Indicator	Examples of Evidence
<p>1. The LEA has prioritized the distribution of funds to schools that:</p> <p>(A) are among the schools with the greatest needs, (B) as determined by such local educational agency, or consortium; (C) have the highest percentages or numbers of children counted under Section 1124(c); (D) are identified for comprehensive support and improvement under Section 1111(c)(4)(D)(i); (E) are implementing targeted support and improvement plans as described in Section 1111(d)(2); or (F) are identified as a persistently dangerous public elementary school or secondary school under Section 8532.</p> <p>ESEA Section 4106(e)(2)(A)</p>	<ul style="list-style-type: none"> • Building level Title IV allocations • Payroll Records
<p>2. The LEA has periodically evaluated the effectiveness of funded activities based on the outcomes and objectives identified in the Consolidated Application for ESEA-funded programs.</p> <p>ESEA Section 4106(e)(1)(E)</p>	<ul style="list-style-type: none"> • Meeting sign in sheets • Meeting agendas • Attendance lists • Meeting minutes • Informational materials. • List of data sets reviewed

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Section II– Equitable Services to Private Schools Compliance

General Equitable Services Requirements	
Indicator	Examples of Evidence
<p>1. Provide evidence that the LEA engaged in timely, meaningful and ongoing consultation with appropriate private school officials with the goal of reaching agreement about the use of funds, and provided the equitable calculation of the private schools’ allocation. Consultation topics can be found on the Written Affirmation of LEA Consultation with Private School Officials Form.</p> <p>ESEA Section 1117(a)(1) and (b)(1,3) ESEA Section 8501(a)(3)(A), (a)(4)(C), and (c)(1)</p>	<ul style="list-style-type: none"> • Meeting minutes • Emails • Call logs • Private school visit schedule • Letters
<p>2. If the LEA disagreed with the private school officials on the provision of services through a contract, provide evidence of the written explanation given to the nonpublic as to why the LEA chose not to use the contractor.</p> <p>ESEA Section 1117(b)(2) and ESEA Section 8501(c)(2)</p>	<ul style="list-style-type: none"> • Copy of written explanation
<p>3. The public school district retains control and administration of program funds at all times. Non-consumable supplies/materials and equipment are appropriately labeled with the district’s name, the funding source that purchased the item, and the program year in which they were purchased.</p> <p>ESEA Section 1117(d)(1) and ESEA Section 8501(d)(1)</p>	<ul style="list-style-type: none"> • Expenditure report • Invoices/Purchase Orders • Picture of equipment with proper label
<p>4. Provide evidence that services, such as professional development, were delivered by employees of a public agency or through contract by the public agency with an individual, association, agency, organization, or other entity.</p> <p>ESEA Section 1117(d)(2) and ESEA Section 8501(d)(2)</p>	<ul style="list-style-type: none"> • List of private school providers of services, which includes identification of whether they are a district employee, third party vendor, or private school employee contracted by the district to provide the services. • Third party vendor contracts • Purchase orders • Invoices

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Section III: Fiscal Compliance

General Fiscal Requirements	
Indicator	Examples of Evidence
<p>1. Payroll documentation in the LEA records are supported by a system of internal controls which provide reasonable assurance that the charges are accurate, allowable and properly allocated AND support the distribution of salary and wages where an employee works on more than one cost objective or Federal/State/Local award.</p> <p>2 CFR 200.430(i)(i-vii)</p>	<ul style="list-style-type: none"> • Payroll Records • As applicable, Employee Payroll Certifications (EPC)/Personal Activity Reports (PAR) • LEA procedure that demonstrates how payroll is allocated • FS-10A
<p>2. Contractual agreements are fulfilled as specified in the contract.</p> <p>2 CFR 200.318(b)</p>	<ul style="list-style-type: none"> • ESSA Funded Third Party Contracts • Purchase orders • Invoices • Expenditure report
<p>3. Contract language includes a description on how the provision of services will be monitored by the LEA, beyond the submission of invoices and purchase orders.</p> <p>2 CFR 200.318(b)</p>	<ul style="list-style-type: none"> • Third party contracts
<p>4. LEA has a written Procurement and Inventory Tracking Policy, indicating procedures to be followed.</p> <p>2 CFR 200.318</p>	<ul style="list-style-type: none"> • Written Procurement and Inventory Tracking Policy <p>NOTE: The policy should describe district procedures for the purchasing, requisitioning of supplies/materials, equipment, receiving, distribution, tracking, and disposal of said items, purchased with any federal education program funds.</p>
<p>5. Documentation for items purchased with ESEA funds, including purchases for private schools, demonstrates implementation of LEA Procurement and Inventory Tracking procedures.</p> <p>2 CFR 200.318(i)</p>	<ul style="list-style-type: none"> • FS-10A • Invoices • Purchase Orders • Expenditure reports
<p>6. The LEA has documentation that property/equipment records include a description of the item, serial number, source, acquisition cost, and date of purchase.</p>	<ul style="list-style-type: none"> • Inventory & Property Records

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2 CFR 200.313(d)	
7. The LEA has sufficient internal controls to ensure the proper payment of invoices to the correct Federal program.	<ul style="list-style-type: none">• Accounting Procedures Manual
34 CFR 76.702 and 2 CFR 200.303	
8. Actual expenditures match those allowable, budgeted and activities, services, supplies, materials and equipment. ESEA Section 8306(a)(1)	<ul style="list-style-type: none">• Expenditure report• FS-10A• Invoices• Purchase Orders• Payroll Records

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Title I, Part A Fiscal Requirements	
Indicator	Examples of Evidence
<p>1. The LEA uses the same measure of poverty to identify Title I eligible schools (ex. FRPL); to determine the ranking of each school; and to determine school allocations based on the total number of children from low-income families in each school.</p> <p>ESEA Section 1113(c)</p>	<ul style="list-style-type: none"> • Food services reports • Student management reports
<p>2. An LEA with a Title I allocation greater than \$500,000 has reserved and is expending not less than one percent of its Title I allocation for parent and family engagement activities, which may include family literacy.</p> <p>ESEA Section 1116(a)(3)</p>	<ul style="list-style-type: none"> • Expenditure reports • Receipts • Invoices • Purchase Order
<p>3. At least 90 percent of the required one percent parent and family engagement set-aside is distributed to Title I schools.</p> <p>ESEA Section 1116(a)(3)(C)</p>	<ul style="list-style-type: none"> • Building level reserve distribution chart
Title II, Part A Fiscal Requirements	
Indicator	Examples of Evidence
<p>1. The LEA has demonstrated that Title II Part A funds supplement, and do not supplant, non-Federal funds that would otherwise be used for activities authorized under this title.</p> <p>ESEA Section 2301</p>	<ul style="list-style-type: none"> • Invoices • Purchase Orders • Payroll Records
Title IV, Part A Fiscal Requirements	
Indicator	Examples of Evidence
<p>1. The LEA has demonstrated that Title IV Part A funds supplement, and do not supplant, non-Federal funds that would otherwise be used for activities authorized under this title.</p>	<ul style="list-style-type: none"> • Invoices • Purchase Orders • Payroll Records

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ESEA Section 4110	
2. LEAs using funds for the Effective Use of Technology has not used more than 15% of funds on technology infrastructure. ESEA Section 4109 (b)	<ul style="list-style-type: none">• Invoices• Purchase Orders• Expenditure reports

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APPENDIX A: ESEA Funded Program Assurances

- The LEA will administer programs in accordance with all applicable statutory and regulatory requirements that govern its uses. SEC. 8306. [20 U.S.C. 7846](a)(1)
- The control of funds provided under such programs and title to property acquired with program funds will be in a public agency or in an eligible private agency, institution, organization, or Indian Tribe, if the law authorizing the program provides for assistance to those entities. SEC. 8306. [20 U.S.C. 7846](a)(2)(A)
- The public agency, eligible private agency, institution, or organization, or Indian Tribe will administer the funds and property to the extent required by authorizing statutes. SEC. 8306. [20 U.S.C. 7846](a)(2)(B)
- The applicant will adopt and use proper methods of administering each such program, including the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program. SEC. 8306. [20 U.S.C. 7846](a)(3)(A)
- The applicant will adopt and use proper methods of administering each such program, including the correction of deficiencies in program operations that are identified through audits, monitoring or evaluations. SEC. 8306. [20 U.S.C. 7846](a)(3)(B)
- The LEA assured that the applicant will cooperate in carrying out any evaluations of each such program conducted by or for the state education agency, the Secretary, or other federal officials. SEC. 8306. [20 U.S.C. 7846](a)(4)
- The LEA assured that the applicant will use fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds paid to the applicant under such program. SEC. 8306. [20 U.S.C. 7846](a)(5)
- The LEA assured that the applicant will submit such reports to the state education agency (which will make the reports available to the Governor) and the Secretary as the state educational agency and the Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program. SEC. 8306. [20 U.S.C. 7846](a)(6)(A)
- The LEA assured that the applicant will maintain such records, provide such information, and afford such access to the records as the state educational agency (after consultation with the Governor) or Secretary may reasonably require to carry out the state educational agency's or the Secretary's duties. SEC. 8306. [20 U.S.C. 7846](a)(6)(B)
- The LEA assured that, before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment. SEC. 8306. [20 U.S.C. 7846](a)(7)
- ESEA Section 1118(b) requires that a local educational agency (LEA) use Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.
- ESEA Section 2301 requires that a local educational agency (LEA) use Federal funds made available under this subpart to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under this title.
- ESEA Section 4110 requires that a local educational agency (LEA) use Federal funds made available under this subpart shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under this subpart.
- ESEA Section 5232 requires that a local educational agency (LEA) use Federal funds made available under subpart 1 or subpart 2 shall be used to supplement, and not supplant, any other Federal, State, or local education funds.
- ESEA Section 1112(c) requires each local educational agency plan shall provide assurances that the local educational agency will:
 - (1) ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
 - (2) provide services to eligible children attending private elementary schools and secondary schools in accordance with Section 1117, and timely and meaningful consultation with private school officials regarding such services;
 - (3) participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under Section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));

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- (4) coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
- (5) collaborate with the State or local child welfare agency to— (A) designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency; and (B) by not later than 1 year after the date of enactment of the Every Student Succeeds Act, 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 care, which procedures shall— (i) ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with Section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and (ii) ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if— (I) the local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation; (II) the local educational agency agrees to pay for the cost of such transportation; or (III) the local educational agency and the local child welfare agency agree to share the cost of such transportation;
- (6) ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and
- (7) in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under Section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)). YES, the LEA provides the above assurances.
- ESEA Section 1115(b)(2)(G) requires that "To assist targeted assistance schools and local educational agencies to meet their responsibility to provide for all their students served under this part the opportunity to meet the challenging State academic standards, each targeted assistance program under this Section shall— serve participating students identified as eligible children under subsection (c), including by—providing to the local educational agency assurances that the school will—
 - (i) help provide an accelerated, high-quality curriculum;
 - (ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part; and
 - (iii) on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this Section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.
- ESEA Section 1116 requires that local educational agencies may receive Title I funds only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with this Section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children. Each local educational agency that receives Title I funds must develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy shall be incorporated into the local educational agency's plan developed under Section 1112, establish the agency's expectations and objectives for meaningful parent and family involvement.
- ESEA Section 1118(c)(2)(A) related to Comparability states that a local educational agency shall be considered to have met the requirements of paragraph (1) if such agency has filed with the State educational agency a written assurance that such agency has established and implemented—
 - (i) a local educational agency-wide salary schedule;
 - (ii) a policy to ensure equivalence among schools in teachers, administrators, and other staff; and
 - (iii) a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.
- ESEA Section 2102(b)(2) requires that each application submitted under paragraph (1) shall include the following: (E) an assurance that the local educational agency will comply with Section 8501 (regarding participation by private school children and teachers); and (F) an assurance that the

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local educational agency will coordinate professional development activities authorized under this part with professional development activities provided through other Federal, State, and local programs.

- Comply with all applicable laws and regulations regarding professional development, including but not limited to 20 U.S.C. 6612, 20 U.S.C. 6613, and 8 NYCRR Section100.2(dd).
- The LEA assured that it will comply with all applicable laws and regulations regarding the rights of students experiencing homelessness, including but not limited to 42 U.S.C. 11431, et seq., Education Law Section3209, and 8 NYCRR Section100.2(x).
- The LEA assured that, to the extent that it has migrant-eligible students as evidenced by their Certificates of Eligibility (COEs) issued by the Statewide Identification & Recruitment/MIS2000/MSIX (ID&R) Program Center, the LEA will properly code such students in its Student Information Management System and that the LEA will timely respond to any request(s) for data and information from a regional Migrant Education Tutorial and Support Services (METS) Program Center in conformance with all applicable laws and regulations, including but not limited to the federal Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. Section1232g; 34 CFR Part 99).