

Consolidated Federal Programs and McKinney Vento Monitoring Report

LEA:

Superintendent:

CFP Team Leader:

VT AOE Staff:

Date of Visit:

Date of Report:



Acronyms

CFP	Consolidated Federal Programs
CIP	Continuous Improvement Plan
CNA	Comprehensive Needs Assessment
LEA	Local Education Agency
SEA	State Education Agency
CCSS	Common Core State Standards
EQS	Educator Quality Standards
NGSS	Next Generation Science Standards
EDGAR	Education Department General Administrative Regulation

Section 1 – Continuous Improvement Process

Requirement: The LEA and participating schools employs a comprehensive needs assessment (CNA) process. This needs assessment process informs both LEA level and school level continuous improvement planning and guides the use of the Consolidated Federal Program funds.

A Continuous Improvement Plan (CIP), as required in 16 V.S.A. §165, shall be developed by the LEA and participating schools. The plan shall be designed to improve the performance of all students and should be the overall, single planning and implementation document for the school. It should incorporate other planning requirements, including if the school is a Title I Schoolwide Program.

Documentation:

1. Comprehensive Needs Assessment and Continuous Improvement Plan were submitted with the CFP application.

Guiding Question #1: Did each written needs assessment include the following? Please provide examples of each.

- Student learning needs priorities based on data;
- Educator professional learning needed to address student learning needs;
- How teachers are involved in the needs assessment; and
- Other stakeholders and how involved in development of needs assessment?

LEA Response:

Guiding Question #2: How does the LEA's needs assessment procedure identify indicators of priority in selected areas of concern related to student learning? How does the CNA support the analysis of “gaps” between “what is” and “what should be”? How does it help the SU to identify potential solution strategies to meet those needs?

LEA Response:

Guiding Question #3: According to the most recent needs assessment, which needs did the LEA identify as having the highest priority for the use of CFP funds?

LEA Response:

Guiding Question #4: Is there a consultation process that involves important stakeholder groups in the development of both the CNA and CIP? Please provide details of the process

including how the stakeholder groups are involved (parents, teachers, administrators and independent school representatives).

LEA Response:

Guiding Question #5: Do the CIPs include a written continuous improvement plans for LEA level and for each school that includes the following? Please describe your process so that it is clear how you address each attribute.

- Priority Problems of Practice and Root Causes for LEA;
- Priority Problems of Practice and Root Causes for each school that are congruent with LEA priorities;
- Theory of Action for school based problems of practice;
- Goals and measurements of Impact specific to school-based problems of practice; and
- Plan details and Updates?

LEA Response:

Guiding Question #6: Explain the alignment between LEA’s continuous improvement plan process and participating school plans.

LEA Response:

Guiding Question #7: What evidence-based programs, curriculum, pedagogy and assessment practices have you used that are aligned with both the school and LEAs plans?

LEA Response:

Continuous Improvement Process

VTAOE Comments:

Findings:

Required Actions:

Recommendations:

Section 2 – Evaluation for Impact

Requirement: The LEA will evaluate, at least annually, the content and effectiveness of programs, practices, and strategies funded with CFP funds. The LEA will use the results of the evaluation(s) to plan and improve the programs, practices, and strategies and to inform decision-making about professional learning and improvement strategies.

Documentation (on-site):

1. Evaluation plan for the following investments.

Investment(s) #:

Guiding Question #1: How will you know if your investments are successful? Include details about how you measure the success of each investment in order to reach the goals of the CIP.

LEA Response:

Guiding Question #2: What forms of documentation were used to assist in ensuring all professional learning was evidenced-based and impactful?

LEA Response:

Guiding Question #3: Are investments annually evaluated to determine effectiveness of the activities, strategies and interventions to address student and educator learning needs? What is the process that is followed to ensure on-going evaluation of impact? Does the evaluation include input/participation from the people who are engaged in the actual work?

LEA Response:

Guiding Question #4: Is the impact of activities evaluated to ensure changes in educator practice that will improve student learning? How is this accomplished? Who is involved?

LEA Response:

Guiding Question #5: What evidence do you have that the activities, strategies and interventions have helped all students including the historically marginalized to eliminate the achievement gap?

LEA Response:

Guiding Question #6: How are your schoolwide plans annually evaluated and updated? How are stakeholders involved in this process?

LEA Response:

Evaluation for Impact

VTAOE Comments:

Findings:

Required Actions:

Recommendations:

Section 3 – High Quality Professional Learning

Requirement: Professional learning and training the LEA provided is evidence-based and focused on improving teaching and student learning and achievement.

Documentation (on-site):

1. Induction and mentoring procedures for new teachers and principals

Guiding Question #1: How does the LEA increase the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities, and English learners, which may include the use of multi-tier systems of support and positive intervention and supports, so that all children can meet the challenging State academic standards?

LEA Response:

Guiding Question #2: Does the LEA provide professional learning to assist teachers effectively integrate technology into curricula and instruction?

LEA Response:

Guiding Question #3: How does the use of CFP funds increase the ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of preschool students?

LEA Response:

Guiding Question #4: How do you use CFP funds to provide professional learning that improves teachers, principals and other school leaders to effectively engage parents, families, and community partners, and coordinate services between school, home and community?

LEA Response:

Guiding Question #5: How does the LEA provide high-quality professional learning on selecting and implementing formative assessments, designing classroom-based assessments, and using data to improve instruction and student academic achievement?

LEA Response:

Guiding Question #7: Does the LEA use CFP funds to recruit, hire and retain effective teachers? If so, how?

LEA Response:

Guiding Question #8: What professional learning has been provided to paraprofessionals to improve their knowledge of effective instructional practices?

LEA Response:

High Quality Professional Learning

VTAOE Comments:

Findings:

Required Actions:

Recommendations:

Section 4 – Services to Independent Schools

Requirement: The LEA engages in timely and meaningful consultation with all independent school officials and provides equitable CFP services to eligible non-profit independent school children, staff members and families.

Documentation (pre-visit):

1. Letter of invitation to participate in CFP funding sent to independent school officials and records of their responses.
2. Timeline of planned activities on behalf of participating independent schools
3. If applicable, attendance sheets from professional development activities that included independent school participants

Guiding Question #1: What is the process of consultation with representatives from independent schools within the LEA including the provision of professional learning?

LEA Response:

Guiding Question #2: What equitable services are provided to Title I eligible students? By whom? Who supervises the provider of these services?

LEA Response:

Guiding Question #3: How does the LEA maintain control of the CFP funds, materials, equipment, and property that supports services to independent schoolchildren?

LEA Response:

Guiding Question #4: Does the LEA provide equitable services from the parent and family engagement set-aside (if applicable) and any professional learning paid for with Title I dollars?

LEA Response:

Guiding Question #5: How are services evaluated for effectiveness?

LEA Response:

Guiding Question #6: How does the LEA administer CFP funds when serving a non-profit independent school?

LEA Response:

Services to Independent Schools

VTAOE Comments:

Findings:

Required Actions:

Recommendations:

Section 5 – McKinney Vento

Requirement: The LEA provides Title I, Part A services to students experiencing homelessness and ensures they receive equal access to the same free, appropriate public education as other students and removes barriers that homeless students face when enrolling, attending and succeeding in school.

Amount of Title I funds set aside for McKinney-Vento eligible students:

Name of Homeless Liaison:

Documentation (pre-visit):

1. Documents used, including notifications posted on-site in each school, and to inform parents/guardians or unaccompanied youth of school selection/enrollment decisions and their right to appeal.
2. Procedures for determining excess transportation costs for students experiencing homelessness, if using Title I, Part A to pay for transportation expenses.
3. Conflict resolution process when working in coordination with other LEAs, parents/guardians or unaccompanied youth.
4. List of community partners and the services they offer to students experiencing homelessness.

Documentation (on-site):

1. List of eligible students and the services the LEA has provided.
2. Samples of enrollment forms, memos, letters from homeless liaison to schools with instructions regarding the identification, enrollment and services for families and students experiencing homelessness.

Guiding Question #1: How do you inform families/unaccompanied youth of the educational rights of students experiencing homelessness?

LEA Response:

Guiding Question #2: How are the staff (LEA and school) trained regarding the identification and enrollment of students experiencing homelessness?

LEA Response:

Guiding Question #3: Describe the process for identifying, enrolling and serving students experiencing homelessness. How do you ensure that enrollment decisions are in the best interest of the student?

LEA Response:

Guiding Question #4: How do you ensure that services provided are in the best interest of the student?

LEA Response:

Guiding Question #5: How does the LEA resolve enrollment, transportation and other disputes?

LEA Response:

Guiding Question #6: How does the LEA enroll students experiencing homelessness in the supplemental services they are entitled to including Title I, the Child Nutrition free meal program and all early education programs, including Head Start?

LEA Response:

Guiding Question #7: How do you determine the amount needed for Title I, Part A set aside funds? How is the decision made to spend the funds?

LEA Response:

Guiding Question #8: How does the LEA coordinate with community partners, in particular, social services agencies or programs providing services to homeless children, youths and their families?

LEA Response:

McKinney Vento

VTAOE Comments:

Findings:

Required Actions:

Recommendations:

Section 6 – Parent and Family Engagement

Requirement: The LEA and participating schools will build the capacity of the schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance, The LEA and participating schools meet all parent and family engagement requirements in §1116 of ESSA.

Documentation (pre-visit):

1. LEA and participating schools' parent and family engagement policies
2. Title I schools' Parent-School compacts with annual dissemination plans
3. Summary of data analyzed or the LEA's process to collect information to determine the effectiveness of policies and practices (school surveys, parent feedback, parent advisory groups, evaluations from parent workshops, etc.)
4. Title I Annual Meeting agenda and parental sign-in sheet for each Title I school. (principal must verify, with signature, the parents of Title I students that were in attendance)
5. Dated notice to parents regarding their right to request their child's teacher's qualifications for each Title I school
6. If applicable, a list of how has the required Title I 1% parent and family engagement set-aside has been spent

Guiding Question #1: How does the LEA and schools carry out the six following requirements to build capacity for parental involvement?

- Provide assistance so that parents can understand student achievement assessments and how to work with educators improve the achievement of their child
- Provide materials and training to help parents work with their children to improve their children's achievement
- Educate teachers, school leaders and other staff on the value and utility of working with parents and how to reach out to parents as equal partners
- Coordinate and integrate parent and family engagement programs with early literacy and preschool programs
- Ensure that information related to school and parent programs, meetings and other activities is sent to parents in a format and in a language the parents can understand
- Provide other reasonable support for parent and family engagement activities as parents may request

LEA Response:

Guiding Question #2: How are parents notified of the School Parent and Family Engagement Policy and how is it made available to the community? What plan is in place to determine when to update the policy and how parents will be involved?

LEA Response:

Guiding Question #3: How are parents involved in the development of the Consolidated Federal Programs application?

LEA Response:

Guiding Question #4: How does the LEA review the effectiveness of parent and family engagement activities?

LEA Response:

Guiding Question #5: For LEAs that are required to set aside Title I funds for parent and family engagement, how are the funds spent (at least 90% must be spent at the school level)? And how have parents and families been involved in the decision making process of how those funds are spent?

LEA Response:

Parent and Family Engagement

VTAOE Comments:

Findings:

Required Actions:

Recommendations:

Section 7 – Schoolwide Schools

Requirement: Title I schools may choose to operate as a Schoolwide Program and consolidate and use CFP funds, together with other Federal, State, and local funds, to upgrade the entire educational program of a school to improve the academic achievement of all students, with a particular focus on those students who are failing or at significant risk of failing.

Please note the CIP is the SWP and is reviewed during the CFP application process.

Schools in LEA that are SWP and the funds combined:

Guiding Question #1: How has the LEA provided guidance to the schools about the development, implementation and evaluation for effectiveness of schoolwide program(s)?

LEA Response:

Guiding Question #2: How was the decision made to become a schoolwide school(s)?

LEA Response:

Guiding Question #3: How does the LEA approve and monitor individual schools' schoolwide programs?

LEA Response:

Guiding Question #4: Does the school's CIPs include the required components of a schoolwide program?

LEA Response:

Schoolwide Schools

VTAOE Comments:

Findings:

Required Actions:

Recommendations:

Section 8 – Targeted Assistance Schools

Requirement: Title I schools may choose to operate as a Targeted Assistance Program to meet the academic needs of eligible students who are failing or at risk of failing to meet the State standards.

Targeted Assistance Schools:

Documentation (pre-visit):

1. Targeted Assistance Plans for each school describing methods used for selecting the Title I caseload and how services are delivered.
2. List of the Title I caseload including student's grade and how students were determined eligible for Title I services.

Guiding Question #1: Does the LEAs Title I Targeted Assistance programs address the following requirements?

- correctly determine students for participation (the Title I caseload), including those enrolled in non-profit independent schools and qualified Title I early education programs
- use Title I resources to help eligible children meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education;
- consideration to providing expanded learning time, before- and afterschool programs, and summer programs and opportunities
- minimize the removal of children from the regular classroom during regular school hours for the supplemental instruction
- 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.

LEA Response:

Guiding Question #2: How does the LEA uses school(s) student achievement and other data to make decisions about the implementation of the targeted assistance program?

LEA Response:

Targeted Assistance Schools

VTAOE Comments:

Findings:

Required Actions:

Recommendations:

Section 9 – Title I, Part A

Requirement: The LEA monitors the participating schools' use of Title I funds to ensure compliance with Title I Program requirements under ESSA.

Documentation (pre-visit):

1. List of all instructional paraprofessionals with their assignments and how they met the highly qualified status.
2. Documentation regarding the duties and assignments of instructional paraprofessionals.

Documentation (on-site):

1. Documentation to demonstrate the Title I guidance given to participating schools.

Guiding Question #1: How does the LEA ensure that instructional paraprofessionals in Title I schools work under the direct supervision of and in close proximity with a highly qualified teacher?

LEA Response:

Guiding Question #2: What process did the LEA use to determine Target and Ranking to allocate Title I funds to the participating schools?

LEA Response:

Title I

VTAOE Comments:

Findings:

Required Actions:

Recommendations:

Section 10 – Title II, Part A

Requirement: The LEA monitors the participating school’s use of Title II, Part A funds to ensure compliance with program requirements under ESSA.

Guiding Question #1: How are your investments aligned to Vermont Standards including, EQS, Professional Learning Standards, Core Teaching Standards, Core Leadership Standards, CCSS, and NGSS?

LEA Response:

Guiding Question #2: If using Title IIA funds for class size reduction to serve smaller instructional groups for sustained blocks of time for a specific content areas on a regular basis, what is the compelling reason for doing so and how is it aligned with school policy? What multiple sources of data (such as achievement test results, needs and assessment and class size data reviews) informed your request?

LEA Response:

Title II

VTAOE Comments:

Findings:

Required Actions:

Recommendations:

Section 11 – Grants Management

Requirement: The LEA is required to ensure that all funds spent comply with all program and fiscal requirements of ESSA and EDGAR.

Documentation (pre-visit):

1. LEAs Procurement and Contract Administration Procedure

Documentation (on-site):

1. Procurement process and expenditure documentation for the following investment(s).

Investment(s) #:

Guiding Questions #1: Does the LEA ensure that participating schools comply with assurances signed in the application? Describe the process used.

LEA Response:

Guiding Question #2: Have there been instances of non-compliance? If so, describe the instance and how it was resolved.

LEA Response:

Guiding Question #3: How does the LEA reconcile approved grant investments with the expenditures charged to the grant?

LEA Response:

Guiding Question #4: How are the administration funds used? Is any portion used to pay the superintendent's or principal's salaries?

LEA Response:

Guiding Question #5: How does the district avoid carrying over excess CFP funds? Has a waiver of the 15% limit on Title I funds been granted in the last two years?

LEA Response:

Guiding Question #6: If applicable, how does the LEA calculate comparability for Title I schools and non-Title I schools showing that the resources Title I schools receive from local and State funds are comparable to those received by non-Title I schools.

LEA Response:

Grants Management

VTAOE Comments:

Findings:

Required Actions:

Recommendations: