

CFP Comprehensive Monitoring Document

Data and Assessed Needs

Requirements: The LEA must develop a comprehensive needs assessment to inform CFP investments, involving various stakeholders (2 CFR 200.403; ESEA 1114(b); ESEA 2102(b)(2); ESEA4106(c)(d)). The LEA must evaluate the effectiveness of funded activities annually (ESEA 1114(b)(3); ESEA 2102(b)(2)(D); ESEA 4106(e)(1)(E)).

Documentation to Upload:

1. Evidence of the participation of various stakeholders in the Data Inventory process.
2. Examples of protocols or processes used to collect and analyze LEA and school data to inform the LEA's Data Inventory.
3. Evidence of measures used to annually evaluate the effectiveness of CFP investments.

Guiding Question #1: Describe the process by which various stakeholders were engaged in the process of developing the LEA's Data Inventory

Guiding Question #2: What protocols or processes are used to collect and analyze the LEA and school data that inform the LEA's Data Inventory?

Guiding Question #3: What measures are in place to evaluate the effectiveness of specific CFP investments, both at the LEA and school level? How do these measures inform investments in subsequent years?

Services to Independent Schools

Requirement: The LEA engages in timely and meaningful outreach and consultation with all eligible independent schools and provides equitable services in accordance with federal requirements (ESEA 1117; ESEA 8501).

Documentation to Upload:

1. Invitations to participate sent to officials at eligible independent schools both within and beyond the LEA's boundaries and records of responses.
2. Documentation of timely and meaningful consultation with participating schools.

3. Evidence of ongoing communication with participating schools concerning implementation of strategies and satisfaction with equitable services provided.

Guiding Question #1: Describe the LEA's process for identifying eligible (non-profit, approved or recognized) independent schools both within the LEA's boundaries (Titles I, II, III and IV) and beyond the LEA's boundaries (Title I).

Guiding Question #2: Describe the LEA's process for consulting with eligible schools that wish to participate in equitable share. How are decisions made concerning independent school data, needs and service delivery?

Guiding Question #3: How does the LEA ensure that all funds and materials purchased remain in the control and possession of the LEA?

Guiding Question #4: How does the LEA ensure that funds for equitable participation are fully obligated in the year in which they are received?

Guiding Question #5: How does the LEA ensure that all services and materials provided are secular, neutral, and non-ideological?

Guiding Question #6: How does the LEA ensure that services are only provided directly by employees of the LEA or by contract with private or public organizations?

McKinney Vento

Requirement: The LEA provides Title I, Part A services to students experiencing homelessness (722(g)(6)(iii)), ensures they receive equal access to the same free, appropriate public education as other students (722(g)(6)(ii)), and removes barriers that homeless students face when enrolling, attending and succeeding in school (722(g)(I)).

Documentation to Upload:

1. Documentation that an appropriate staff person has been designated as the LEA Homeless Liaison to carry out the duties described in the MV Act (e.g., directory, website, materials/posters that identify liaison, etc.)
2. Documentation of processes/procedures and any forms used to ensure the identification of students experiencing homelessness and the reporting of complete and accurate data to the SEA (e.g., enrollment forms, residency questionnaires, evidence of collaboration with other LEA programs, procedures for ensuring that students identified as homeless are entered as such into the student information system, etc.)

3. Documentation of processes/procedures for removing barriers (e.g., LEA policy regarding homeless students, evidence of procedures for immediate enrollment, enrollment forms, collaboration with other LEA programs, etc.)
4. Documentation of processes/procedures and any forms used during the appeal and dispute resolution process (e.g., written notification, dispute forms for family/youth to begin appeal process, dispute resolution procedure, etc.)
5. Evidence that LEA provides public notice of the rights of students experiencing homelessness (e.g., posters, flyers, brochures, public notice on website, handbooks, etc.)
6. Evidence of outreach to and coordination with relevant community groups (e.g., agendas, meeting minutes, handouts, documentation of participation in local CoC, coordination with State and local housing agencies, community resource guide, referrals to community agencies, data on number/percent of parents or youths referred to community services, etc.)
7. Evidence that students who are experiencing homelessness receive all comparable services for which they are eligible (e.g., program referrals (inc. transportation), on-time graduation rates and drop-out rates, enrollment data for preschoolers identified as homeless, needs assessment, evidence of accommodations provided to promote access, etc.)
8. Procedures for providing transportation and determining excess transportation costs for students experiencing homelessness, if using Title IA to pay for transportation expenses (e.g., transportation referral forms, school selection forms with transportation request, transportation agreements, cost reimbursement forms, etc.)

Guiding Question #1: How does the LEA inform families/unaccompanied youth of the educational rights of students experiencing homelessness? How are parents/guardians of homeless students informed of opportunities to participate in educational decisions?

Guiding Question #2: What McKinney-Vento professional development activities did the liaison participate in? How do school personnel receive information and training on rights and needs of homeless students? Which school personnel is included in trainings?

Guiding Question #3: Describe the process for identifying, enrolling, and serving students experiencing homelessness. What is the referral process for making eligibility determinations? What policies or procedures does the LEA currently have in place to eliminate barriers to enrollments, attendance, and success of homeless students?

Guiding Question #4: How does the LEA conduct best interest determinations?

Guiding Question #5: How does the LEA resolve eligibility, school selection, and enrollment disputes?

Guiding Question #6: What process does the LEA have in place to ensure that students experiencing homelessness are provided transportation to and from the school of origin, if requested. How does the LEA ensure the mode of transportation is in the student's best interest?

Guiding Question #7: How does the LEA ensure that students experiencing homelessness receive access to all services to which they are entitled, including Title I services, free meals, Special Education, English Learner, extracurricular activities, and all early education programs, including Head Start and early intervention?

Guiding Question #8: How does the LEA collect information to determine the ongoing needs of homeless students? How does the LEA ensure that programs are effective in meeting the identified needs of homeless students?

Guiding Question #9: What process does the LEA have in place to ensure homeless children and youth are achieving proficiency? How does the program address any gaps?

Guiding Question #10: How does the LEA determine the amount needed for Title IA homeless set aside funds? What process does the LEA use to determine how to spend Title IA homeless set aside funds?

Guiding Question #11: How does the LEA coordinate with community partners? How does the LEA ensure that community agencies that serve homeless individuals are made aware of the rights of homeless students? What community partnerships have been established to provide a coordinated approach to identification and referral of children/UHY?

Guiding Question #12: What practices are currently in place to ensure that students are not stigmatized based on their status as homeless? How does the rate of suspensions and/or expulsions for students experiencing homelessness compare to other groups?

Parent and Family Engagement

Requirement: The LEA and all participating schools must meet the parent and family engagement requirements as described in Section 1116 of ESSA.

Documentation to Upload:

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.

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; and
- Provide other reasonable support for parent and family engagement activities as parents may request.

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?

Guiding Question #3: How are parents involved in the development of the CFP application?

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

Guiding Question #5: For LEAs that are required to set aside Title I funds for parent and family engagement (those LEAs with an allocation of more than \$500,000 in Title I, Part A funds), how have parents and families been involved in the decision making process of how those funds are spent?

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 (ESEA Section 1114).

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

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

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

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 to Upload:

1. List of all instructional paraprofessionals, their assignments, and how they meet Highly Qualified status.
2. Documentation of guidance around Title I requirements 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?

Guiding Question #2: How does the LEA ensure that all schools operating a Title I program are aware of and meet all requirements under statute?

Title II, Part A

Requirement: The LEA utilizes Title IIA funds to support the intents of Title II, Part A as defined in ESEA section 2103(b).

Guiding Question #1: Please describe how the LEA uses Title II, Part A funds to provide high quality, personalized and needs-based professional development activities aligned to Vermont standards, including providing training on:

- Effectively teaching children with disabilities, including children with significant cognitive disabilities and English learners (ESEA section 2103(b)(3)(J)(i-ii))
- Providing high-quality content-area-specific instruction and instructional leadership (ESEA section 2103(b)(3)(L))
- Understanding and using data and assessments to improve classroom practice and student learning (ESEA sections 2103(b)(3)(E)(ii) and 2103(b)(3)(L))
- Selecting and implementing formative assessments, designing classroom-based assessments and using data from such assessments to improve instruction and student academic achievement (ESEA section 2103(b)(3)(H))

Guiding Question #2: How has the LEA uses Title II, Part A funds to develop or improve a rigorous, transparent and fair evaluation and support system for teachers, principals and other school leaders as defined in ESEA section 8101(A)(44)? (ESEA sections 2101 (c)(4)(B)(ii) and 2103(b)(3)(A)). If not using Title II, Part A funds for this purpose, please write "N/A."

Guiding Question#3: How has the LEA uses Title II, Part A funds to recruit, hire and retain effective teachers, especially in schools with a large number of at-risk students, and to improve within-LEA equity in the distribution of effective teachers? (ESEA sections 2101(c)(4)(B)(v) and 2103(b)(3)(B)). If not using Title II, Part A funds for this purpose, please write "N/A."

Guiding Question#4: How has the LEA used Title II, Part A funds to support teachers, teacher leaders, early childhood educators and other instructional staff to meet the needs of students through age 8, which may include professional development and planning activities for LEA teachers and educators in preschool programs that address the transition to elementary school? (ESEA section 2103(b)(3)(G)). If not using Title II, Part A funds for this purpose, please write "N/A."

Title IV, Part A

Requirement: The LEA monitors the participating schools use of Title IV, Part A funds to ensure compliance with program requirements under ESEA section 4106.

Guiding Question #1: Describe the process by which the LEA assesses needs for the three content areas of Title IV. How often is a needs assessment for Title IV completed? Who is involved in that process? (ESEA 4106(d))

Guiding Question #2: How are the LEA's Title IV activities aligned with the needs assessment?

Guiding Question #3: What is the process for prioritizing distribution of Title IV funds to schools with the greatest need? (ESEA 4106(e)(2) (A))

Guiding Question #4: How is the Title IV program evaluated for effectiveness, based on program objectives and intended outcomes? (ESEA 4106(e)(1)(E))

Guiding Question #5: How does the LEA involve stakeholders in the development of the Title IV program? What stakeholders are included? (ESEA 4106(c)(1-2))

Guiding Question #6: Describe the procedures by which the LEA obtains 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 Title IV, Part A and conducted in connection with an elementary school or secondary school under Title IV, Part A. (ESEA 4001(a)(1)(A))

Grants Management

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

Guiding Question #1: Describe the process used to ensure the LEA and participating schools comply with all assurances signed in the application. How does the LEA communicate with school administrators to ensure key programmatic components are not being overlooked or misinterpreted?

Guiding Question #2: Has the LEA encountered an instance(s) of non-compliance either at the LEA or school level in the administration of these funds? If so, describe the instance and how it was resolved.

Guiding Question #3: How does the LEA reconcile approved grant investments with the expenditures charged to the grant? Who does this process include and how often does it occur?

Guiding Question #4: How does the LEA determine the necessity to file an CFP grant amendment? What is the reason(s) for these amendments?

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

Guiding Question #6: How the CFP Team Leader involved in the submission of data to the Agency of Education that relates to the CFP grant application (i.e. DC04, DC06)? Does the CFP Team Leader sign off on these data sets prior to certification and submission?

Guiding Question #7: Describe the LEA's process for filing timely final reimbursement request for the prior year.