



**2024- 25 Monitoring Guide Checklist
Elementary and Secondary Education Act (ESEA)
Every Student Succeeds Act (ESSA)**

It is the policy of the Nebraska Department of Education not to discriminate on the basis of gender, disability, race, color, religion, marital status, age, national origin or genetic information in its education programs, administration, policies, employment or other agency programs.

Elementary and Secondary Education Act / Every Student Succeeds Act Monitoring Guide Checklist Nebraska Department of Education

The Elementary and Secondary Education Act (ESEA) / Every Student Succeeds Act (ESSA) Monitoring Guide provides the requirements of the programs in the ESEA/ESSA Consolidated Application and other formula grants funded under this legislation. This checklist can be used by grant recipients to ensure programs are operated in compliance with the law and guidance. The Monitoring Guide will be used for on-site visits and desk-audit monitoring. All ESEA/ESSA programs are also monitored through the application and financial reporting approval processes.

Each District, ESU, and sub-recipient receiving funds from any of the ESEA/ESSA formula grants will be monitored at least once every three years with an on-site visit or desk-audit. Districts and sub-recipients with multiple programs may have their review spread over multiple years.

The proposed schedule for five years is posted on the NDE Federal Programs Webpage– under “Monitoring Schedules/Checklists/Forms Section”. At least one month prior to the visit, the district or ESU will be contacted by the NDE reviewer to arrange the details of the monitoring. ***After being notified the district or ESU is to complete the appropriate sections of the Monitoring Checklist and submit to the reviewer (at least one week prior to the scheduled visit).*** The form is designed to identify areas where technical assistance may be needed as well as options for documentation to support compliance with the requirements. NDE is requiring that some pieces of evidence/documentation be submitted prior to or during the monitoring visit. These items are indicated on the checklist with **grayed boxes**. For some documentation, only specified documentation will be accepted. These are indicated in **bold font** in the **grayed boxes**. All other documentation should be available for review.

Monitoring visits will include a review of documentation and a conversation with appropriate program directors and/or staff members. Depending on the programs being reviewed, this may also include nonpublic school staff, multi-district project members, parents, and representatives of other agencies. All participants to be involved in the visit will be identified during preliminary planning by the grant subrecipient and the NDE reviewer.

Following the review, the District, ESU, or other sub-recipient will have **30 days** to submit any documentation or evidence that was not available during the review as requested by the reviewer. The District will receive a written report within **90 days** if additional evidence was submitted. If a review report includes a finding of non-compliance, a plan for correcting the issue is required within **60 days** of receipt of the report and may involve a follow-up visit.

District/ESU Name: _____ County/District #: _____

District Staff Completing Checklist: _____

NDE Reviewer(s): _____ Date of Visit: _____

Applicable Programs/Grants

**Please check the box for each program for which the District / ESU receives a grant and has a program.
(Double clicking on the box will allow you to “check” the box.)**

- | | |
|--|---|
| <input type="checkbox"/> Title I, Part A – Improving Academic Achievement of the Disadvantaged | <input type="checkbox"/> Title II, Part A – Supporting Effective Instruction |
| <input type="checkbox"/> Title I, Part A – Neglected | <input type="checkbox"/> Title III, Part A – Language Instruction for English Learners and Immigrant Students |
| <input type="checkbox"/> Title I, Part D, Subpart 2 – Local Delinquent Programs | <input type="checkbox"/> Title IV, Part A – Student Support and Academic Enrichment |
| <input type="checkbox"/> Title I, Part D, Subpart 1 – State Agency Neglected/Delinquent Programs | <input type="checkbox"/> Title V, Part B – Rural Low-Income Schools (RLIS) |
| <input type="checkbox"/> Title VII, Part B – McKinney-Vento Homeless Assistance Act | |

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Nebraska ESEA/ESSA and McKinney-Vento Compliance Monitoring Guide Checklist

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		Yes	No	NA	Comments	Comments

Section 1. All ESEA/ESSA Programs

--ESEA/ESSA Consolidated Application--

1.	<p>Continuous Improvement Plan provides a guide that directs how Federal funds are used in the school district. Teachers, principals, parents, and other staff examined various types of information, including student achievement data, to determine the goals and objectives of that improvement plan.</p> <p style="text-align: right;"><i>§1112(a)(1)(A)</i></p>	<p>✓ Relevant Sections of Continuous Improvement Plan (i.e. Cognia or Nebraska Framework), which includes the following:</p> <ul style="list-style-type: none"> ✓ Goals and Objectives ✓ Action Plans ✓ Summary paragraph of data analysis including the data used that informed the CIP ✓ Evidence of stakeholder (family/community) involvement ✓ Meeting notes ✓ List of Continuous Improvement Committee Members 					
2	<p>ESEA/ESSA funds are used to support Evidence-based activities to improve student achievement on challenging state academic standards.</p> <p style="text-align: right;"><i>Application Guidance</i></p>	<p>✓ ESEA/ESSA Consolidated Application</p> <p>✓ Continuous Improvement Plan</p>					
3	<p>Students from low-income families and students of color are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.</p> <p><i>(NOTE: This is an assurance included on the ESEA/ESSA Consolidated Application.)</i></p> <p style="text-align: right;"><i>§1112(b)(2)</i></p>	<p>✓ District policies and/or procedures for all three groups of teachers must be explained</p>					
4	<p>Schools and LEAs have implemented appropriate policies and procedures for documenting the removal of a student from the regulatory adjusted Graduation Cohort.</p>	<p>✓ School or LEA must confirm, in writing, that the student transferred out, emigrated to another country, transferred to</p>					

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<p style="text-align: center;">§1111(h)(1)(C)(iii)(II) §8101(25), (23)</p>	<p>a prison or juvenile facility, or is deceased.</p> <p>✓ School or LEA must have official written documentation that the student enrolled in another school or in an educational program that culminates in the award of a regular high school diploma.</p>					
<p>5 All personnel paid from one or more than one federal fund must maintain a time certification.</p> <p>2 CFR 200.430(8)(vii) states “These records must: (vii) 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.”</p> <p>NDE recommends that subrecipients continue using the prior time and effort guidance from OMB circular A-87 to ensure adequate support of the distribution of their employee’s salary and wages.</p> <p>(a) PAR (Personal Action Report): Monthly verifications required if paid from multiple cost objectives. An employee is considered to work on multiple cost objectives if they work on:</p> <p><input type="checkbox"/> More than one federal award;</p>	<p>✓ A Sampling of Time Certification for each Federal program paying salaries</p> <p>✓ Time and effort logs MUST be completed by anyone paid with federal funds.</p> <p>✓ Staff in Title I schoolwide programs paid with federal funds MUST complete Time and Effort logs.</p> <p>✓ Must be signed after the hours have been worked.</p> <p>NOTE: ESUs must provide a <u>sampling from each District participating in the consortium in addition to ESU staff.</u></p> <p>Types of Time and Effort:</p> <p>✓ PAR</p> <p>✓ Semi-Annual</p> <p>✓ Substitute Reporting System</p> <ul style="list-style-type: none"> ○ Semi-Annual ○ Schedule 					

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<ul style="list-style-type: none"> <input type="checkbox"/> A federal award and a non-federal award; <input type="checkbox"/> An indirect cost activity and a direct cost activity; <input type="checkbox"/> Two or more indirect cost activities which are allocated using different allocation bases; or <input type="checkbox"/> An unallowable activity and a direct or indirect cost activity. <p>Must be an after-the-fact record that reflects the actual activity of the employee. Must account for the total activity for which the employee is compensated. Must be prepared monthly and signed by employee AND building principal, HR representative or superintendent.</p> <p>(b) Semi Annual: If an employee works solely on a single federal award or cost objective, the activity must be supported with semi-annual certification. Certification must be signed by employee AND building principal, HR representative or superintendent.</p> <p>(c) Nebraska's Substitute Reporting System: (if staff has a set schedule)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Indicate the specific activity or cost objective that the employee worked on for each schedule segment. <input type="checkbox"/> Be certified at least semiannually (every 6 months or at the end of each semester) and signed by employee AND supervisory official having firsthand knowledge of employee's schedule. <input type="checkbox"/> Schedule must be attached 						

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--Financial Management--						
1.	The district has in place procedures for procurement including contracts purchase/service agreements and purchase orders. Purchase orders and invoices indicate an appropriate record of expenditures. <i>2 CFR 200.317-326</i>	✓ Procedures for contracting, purchasing services, materials, and equipment				
2.	All equipment (<i>inventoried and/or depreciated</i>) purchased with federal funds, including those used in nonpublic and other facilities are appropriately identified, inventoried, and when no longer useful to the program, properly disposed. <i>2 CFR 200.313</i>	✓ District/ESU inventory ✓ Procedures for disposal of federally purchased equipment • Be prepared to show an example of inventory of equipment purchased with federal funds				
3.	Records of all federal financial and program information are kept for 3 years after the date the sub-grantee submits its last expenditure report. (This is equal to 7 years.) <i>2 CFR 200.333-337</i>	✓ Procedure for record retention (paper and/or electronic documents)				
--Supplement, Not Supplant--						
1..	Federal funds are used to supplement, not supplant the amount of funds or services available from non-federal sources. <i>§1118(b)); §1415(b); §2301; §3115(g); §4110</i>	✓ District policy or procedures for equitable allocation of resources				

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--Homeless Children & Youth--						
1. The school has developed and continues to review and revise policies to remove barriers to the identification, enrollment and retention of homeless children and youths, including barriers due to outstanding fees or fines, or absences. <i>§722(g)(1)(d)</i>	✓ Board approved District Homeless Policy					
2. 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. At the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), transportation to and from the school of origin will be provided <i>§722(g)(3)(B)(ii); §722(g)(1)(J)(ii); §722(g)(1)(J)(iii)(I)</i>	✓ District Homeless Policy ✓ Process for determining transportation needs and timeline for implementation ✓ Transportation Log					
3. Lack of school records, immunization and medical records, birth certificate, or other documentation does not delay the enrollment of a homeless child or youth. Guardianship issues, uniform or dress code requirements, and residency requirements are not used as barriers to delay or deny enrollment. <i>§722(g)(3)(C)</i>	✓ District Homeless Policy					
4. District Homeless liaison has participated in NDE professional development through online training and completed the assessment and been awarded the completion certificate. <i>§11432(g)(1)(J)(iv)</i>	✓ Certificate of Completion					

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<p>5. A dispute resolution process is in place and the parent, guardian, or unaccompanied youth is informed of the Right to Appeal disputed decisions made by the school district, to the Commissioner of the Nebraska Department of Education. A party may appeal the decision of the Commissioner by filing a Petition with the State Board of Education (see NDE Rule 19, §005.03C).</p> <ul style="list-style-type: none"> <input type="checkbox"/> Child or youth will be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute. <input type="checkbox"/> Local education agency liaison will assist unaccompanied homeless youth, parent, or guardian in carrying out the dispute resolution process. <input type="checkbox"/> District will provide written response, including explanation, within 30 calendar days of the time the complaint or dispute is brought. <input type="checkbox"/> Process contains notice of the Right to Appeal in writing to NDE Commissioner within 30 calendar days as provided in NDE Rule 19. <input type="checkbox"/> District has a process containing the district's written response and explanation of their decision regarding the dispute which also includes the Right to Appeal as provided in NDE Rule 19, §005.03. <p style="text-align: right;"><i>§ 722(g)(3)(E)(i-iv)</i></p>	<p>✓ Written District Homeless Dispute Resolution Process</p> <p>✓ ALL elements listed in the left-hand column are REQUIRED to be included in the Homeless Dispute Resolution Process</p>					

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--Nonpublic Schools Served in ESEA/ESSA Programs--						
1. Nonpublic school officials are consulted in planning the program and services prior to submission of the consultation forms and application. (Meaningful consultation is an ongoing process and should involve at least one face to face meeting.) <i>§8501</i>	<ul style="list-style-type: none"> ✓ Signed Nonpublic Participation form(s) for applicable programs <ul style="list-style-type: none"> • Reviewer Must Verify Signature(s) ✓ Records of meetings and/or correspondence 					
2. Services provided to nonpublic staff and students are equitable for each program and the identification and selection of staff and students to receive services uses criteria appropriate to the nonpublic school. <i>§8501</i>	<ul style="list-style-type: none"> ✓ ESEA/ESSA Consolidated Application ✓ Nonpublic school needs assessment ✓ List of professional development activities provided to nonpublic staff 					
3. The district maintains records of its efforts to resolve any complaints made by nonpublic school representatives. <i>§8501; §8306(a)(2)(A);</i>	<ul style="list-style-type: none"> ✓ Written notification or working notes, as applicable 					
4. Staff serving identified nonpublic school students are employees of the public school, and control of funds, materials, and equipment purchased with ESEA/ESSA funds is with the public agency. <i>§1117(d)(1-2)</i>	<ul style="list-style-type: none"> ✓ Accounting records ✓ Teacher roster ✓ Teacher contract ✓ ESEA/ESSA inventory, financial records 					

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Section 2. Title I, Part A – Improving the Academic Achievement of the Disadvantaged – ALL Schools						
--Eligible School Attendance Areas--						
1.	Only students residing in eligible attendance areas are being served. <div style="text-align: right;"><i>§1113</i></div>	✓ Within district transfer documentation, nonpublic school procedures ✓ Title I Targeting Served Schools section of the ESSA Consolidated Application				
--Professional Development--						
1.	Sufficient resources from Title I and/or other sources are devoted to eligible schools to carry out professional development activities. Professional development is continuous and provided for teachers, paraprofessionals, and where appropriate, for other staff and parents. <div style="text-align: right;"><i>§1114(b)(7)(A)(IV); §1115(b)(2)(D)</i></div>	✓ Record of Professional Development activities ✓ List of participants ✓ Budget and records				
--Parent and Family Engagement Policy--						
1.	<div style="background-color: #e0e0e0; padding: 5px;"> District Policy The written District Parent and Family Engagement Policy has been developed jointly with, updated periodically, and distributed to parents and family members of participating children and the local community in an understandable and uniform format. This policy agreed on by such parents describes the means for carrying out the requirements listed below: <ul style="list-style-type: none"> □ Parents and family members of all students are welcomed and encouraged to become involved with their child's school and education; this includes parents and family members that have limited English proficiency, </div>	<div style="background-color: #e0e0e0; padding: 5px;"> ✓ Written Title I District Parent and Family Engagement Policy, (Board approval of policy is not required) ✓ If implementing a combined DISTRICT AND SCHOOL POLICY, ALL elements listed in the left-hand column are REQUIRED to be included ✓ Examples of how this is being met are included in the plan or attached ✓ Copy of the annual evaluation of Parent and Family Engagement Policy </div>				

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<p>limited literacy, are economically disadvantaged, have disabilities, racial or ethnic minority background;</p> <ul style="list-style-type: none"> <input type="checkbox"/> parents are involved in the development and improvement of the Title I program and the Parent and Family Engagement Policy; <input type="checkbox"/> conduct, with meaningful parent and family involvement, an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy; <input type="checkbox"/> use the evaluation findings to design evidence-based strategies for more effective parental involvement, and to revise the Parent and Family Engagement Policy; <input type="checkbox"/> provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools; <input type="checkbox"/> involve parents in the activities of the schools served under Title I, Part A; <input type="checkbox"/> coordinate and integrate parental involvement strategies and activities with other Federal, State and local programs. <p style="text-align: right; margin-right: 20px;">§1116(a)(2)</p>						
<p>2. School Policy</p> <p>Each school served under Title I, Part A shall jointly develop with, and distribute to, parents and family members of participating children a written Parent and Family Engagement Policy, agreed on by parents of Title I participants, that</p>	<p>✓ Written Title I School Parent and Family Engagement Policy (Board approval of policy is not required.)</p> <p>✓ ALL elements listed in the left-hand column are REQUIRED to be included in the SCHOOL policy</p>					

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<p>shall describe the means for carrying out the requirements.</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> The policy shall be made available to the local community and updated to meet the changing needs of parents and the school. <p>Plan shall describe how the school will</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide opportunities for the participation of parents and family members including those with migratory children, limited English proficiency, or have disabilities; <input type="checkbox"/> notify parents of the Parent and Family Engagement Policy, information related to school and parent programs, meetings, and other activities in an understandable and uniform format and to the extent practicable provided in a language the parents can understand; <input type="checkbox"/> convene an annual parent meeting scheduled 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 under this part and to explain the requirements of this part, and the right of the parents to be involved; <input type="checkbox"/> involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement 	<p>✓ Examples of how this is being met are included in the plan or attached</p> <p>✓ Documentation of annual Title I meeting</p>					

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<p>of the school Parent and Family Engagement Policy;</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide opportunities for parents and family members to participate in decisions relating to the education of their children; <input type="checkbox"/> provide other reasonable support for parental involvement activities; <input type="checkbox"/> provide parents of participating children timely information about programs, a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards; <input type="checkbox"/> provide assistance, opportunities, and/or materials and training to help parents work with their children to improve their children's academic achievement in a format, and when feasible, in a language the parents and family members can understand; <input type="checkbox"/> educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents in the value and utility of contributions of parents, how to reach out to, communicate with and work with parents as equal partners; <input type="checkbox"/> coordinate and integrate parental involvement programs and activities with other Federal, State and local programs, including preschool programs that 						

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encourage and support parents in more fully participating in the education of their children. <i>§1116(b)</i>						
3. The school holds an annual Title I parent meeting at a convenient time, to which all parents of participating students shall be invited and encouraged to attend. Purpose of the meeting is to: <ul style="list-style-type: none"> <input type="checkbox"/> inform parents of their school's participation in a Title I program; <input type="checkbox"/> explain the program requirements; and <input type="checkbox"/> explain the right of the parents to be involved. <i>§1116(c)(1)</i>	<ul style="list-style-type: none"> ✓ Meeting agenda or minutes from Title I annual meeting ✓ Sign-in sheets ✓ Minutes from additional meetings ✓ NOTE: Parent-Teacher Conferences do not meet this requirement. ✓ REMINDER: Parent meetings should include parents of participating nonpublic students 					
4. Parent-School Compacts have been jointly developed with parents and must describe: <ul style="list-style-type: none"> <input type="checkbox"/> the school's responsibility to provide high-quality curriculum & instruction in a supportive and effective learning environment, to enable children to meet challenging state academic standards; <input type="checkbox"/> ways in which parents will be responsible for supporting their children's learning; and <input type="checkbox"/> the importance of communication between schools/teachers and parents on an ongoing basis. <i>§1116(d)</i>	<ul style="list-style-type: none"> ✓ Parent-School Compact (may be included in the Student Handbook) ✓ ALL elements listed in the left-hand column are REQUIRED to be included in the Compact(s) ✓ Evidence of how/when the compact is developed/reviewed, and shared with parents ✓ Parent Signatures on Compact are encouraged 					

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		Yes	No	NA	Comments	Comments
5. For any District receiving Title I funds (even if consorting), at the beginning of each school year the district shall notify the parents of each student attending any school that the parents may request, and the district will provide to the parents, in a timely manner, information regarding the professional qualifications of the student's teacher(s). <i>§1112(e)(1)(A)</i>	✓ Sample of notification provided to parents					
6. For any District receiving Title I funds, each Title I school must provide to each individual parent of a child who is a student in a Title I school timely notice that the student has been assigned, or has been taught for four or more consecutive weeks by, 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. <i>§1112(e)(1)(B)(ii)</i>	✓ Sample notification provided to parents of Title I students					
7. Information is provided to parents in a language and format they can understand. <i>§1116(f)</i>	<ul style="list-style-type: none"> ✓ Samples of information provided to parents (i.e. handbooks) ✓ TransACT translations being used ✓ Phone translation service 					

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--Standards/Assessment/Accountability--						
1.	All parents receive individual progress reports of students' performance on state standards. §1111(b)(2)(B)(x)	✓ Sample of progress reports provided to parents ✓ State Assessment Parent Reports				
2.	At the beginning of each school year, Districts shall notify the parents of each student attending any school receiving Title I funds that the parents may request and the district will provide (in a timely manner), information regarding any State or District policy regarding student participation in any assessments. §1112(e)(2)(A)	✓ District policies and/or procedures				
3.	If a school is identified as TSI or ATSI, it is the responsibility of the District to provide support to the identified school(s). §1003A(d)(6-7)	✓ Description of District support for TSI and/or ATSI school(s) <ul style="list-style-type: none"> • School Improvement and/or separate TSI/ATSI plan • LEA reviews, approves and monitors individual schools plans 				

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--Annual Local Education Agency (LEA) Report Cards--						
1. Each District shall prepare and disseminate an annual local educational agency (District) annual report that includes information on the district as a whole and each school. <ul style="list-style-type: none"> <input type="checkbox"/> Report shall be concise, understandable and in a uniform format, and accessible to the public. <input type="checkbox"/> Must report by disaggregated subgroups. <input type="checkbox"/> Must show how students achieved on academic assessments compared to students in the state as a whole and compared to other students in the District. <p style="text-align: right;"><i>§1111(b)(2)(A-D)</i></p>	<ul style="list-style-type: none"> ✓ District Link to Nebraska Education Profile (NEP) ✓ District Annual Report 					
-- Educational Stability for Students in Foster Care--						
1. ESEA section 1112(c)(5)(B) requires each LEA receiving Title I, Part A subgrant to provide an assurance that it will, in collaboration with the relevant local child welfare agency, develop and implement written transportation procedures. <p style="text-align: right;"><i>§1112(c)(5)(B)</i></p>	<ul style="list-style-type: none"> ✓ Procedures/Policy to govern how transportation for students in foster care will be provided, arranged, and funded. ✓ Best Interest Determination (BID) information ✓ Immediate enrollment verification 					

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--Coordination Requirements--						
1.	Each District receiving Title I funds shall carry out the following activities with Head Start agencies by developing agreements to carry out activities to increase coordination for: <ul style="list-style-type: none"> <input type="checkbox"/> Developing and implementing a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start program; <input type="checkbox"/> Establishing channels of communication between school staff and their counterparts in such a Head Start program; <input type="checkbox"/> Conducting meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers to discuss the developmental and other needs of individual children; <input type="checkbox"/> Organizing and participating in joint transition-related training of school staff and Head Start program staff; <input type="checkbox"/> Linking the educational services provided by the public district with the services provided by local Head Start agencies. 	✓ Copy of annual agreement outlining the activities between the District and Head Start agency / agencies. Head Start Contacts				
§1119(a)						

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Section 2a. Title I, Part A -- Targeted Assistance Schools (TAS)

--Identification and Selection – Eligible Participants--

1.	Determine which students will be served among the eligible population in the school. <i>§1115(b)(1)</i> <i>§1115(c)(1)(A)</i> NOTE: ADVISER Title I Template for public and nonpublic students receiving services, including nonpublic must be completed for participating students	✓ Needs assessment information ✓ Services offered match application data						
2.	Multiple educationally related, objective criteria are used to identify and select students identified as failing, or most at risk of failing, to meet the challenging State academic standards in Grade 3 and above. <i>§1115(c)(1)(B)</i>	✓ Established eligibility matrix ✓ Defined needs assessment process for Grade 3 and above NOTE: NDE recommends a minimum of 3 sources of data when determining program placement.						
3.	Preschool through Grade 2 children shall be selected solely on the basis of criteria, including objective criteria established by the District. <i>§1115(c)(1)(B)</i>	✓ Established eligibility matrix ✓ Defined needs assessment process for Grade 2 and below. (Standardized test scores cannot be used in Grade 2 and below.) NOTE: NDE recommends a minimum of 3 sources of data when determining program placement.						

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4. Children who are economically disadvantaged, children with disabilities, migrant children, or English learners, are eligible for services on the same basis as other children selected to receive services. The process of identifying children as eligible for services doesn't exclude automatically eligible students (i.e. neglected/delinquent, homeless, former migrant students, and former Head Start students). <i>§1115(c)(2)</i>	<ul style="list-style-type: none"> ✓ Written procedures identifying students in greatest need ✓ Number of students served 					
5. Students receiving Title I assistance receive the same amount of high-quality curriculum instruction from the regular classroom teacher as non-Title I students. School minimizes the removal of children from the regular classroom during regular school hours for Title I instruction. <i>§1115(b)(2)(G)(ii)</i>	<ul style="list-style-type: none"> ✓ Title I and classroom teacher(s) schedules 					
6. Parents are notified of child's eligibility to participate in Title I services. <i>Title I, Part A Policy Guidance</i>	<ul style="list-style-type: none"> ✓ Parent notification ✓ Provided in a language the parents can understand ✓ TransAct ParentNotices 					
7. Documentation exists to support the absence of services to any child in greatest need who is not receiving services. <i>GEPA §427</i>	<ul style="list-style-type: none"> ✓ Waivers signed by parents (annually if the student qualifies for services) 					

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8. Procedures are in place to review, on an ongoing basis, the progress of eligible children and to revise the Title I program, if necessary. <i>§1115(b)(2)(G)(iii)</i> <i>§1115(e)(2)</i>	✓ Written procedures • NDE Reviewer will share provisions for ESEA (other Allowable Uses listed on the NEW TAS Self-Review)					
--Title I Funded Personnel--						
1. Title I funded personnel are assigned to supervisory duties only if similarly situated district personnel are also assigned duties. <i>§1115(d)(2)</i>	✓ Duty roster or schedules are proportionate to total worktime of similar personnel					
2. If Title I teachers are assigned to substitute for classroom teachers; district funds are used to pay for the salary and benefits for that day. <i>§1118(b)(1); §1115(c)(3)</i>	✓ Accounting records					

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--Services--						
1.	Resources such as staff, materials and equipment funded by Title I-A, are used only for services for eligible children to provide a well-rounded education. <i>§1115(a)(1)(A)</i>	<ul style="list-style-type: none"> ✓ Inventory and labels ✓ Student roster 				
2.	Title I services are coordinated with and supporting the regular classroom along with other agencies providing services. If appropriate and applicable, coordinating and integrating Federal, State, and local services and programs. <i>§1115(b)(2)(C)</i> <i>§1115(b)(2)(F)</i>	<ul style="list-style-type: none"> ✓ District practices and procedures ✓ Sample communications 				
3.	The district annually evaluates the effectiveness of the Title I program for improving student achievement. <i>(This includes nonpublic programs, Targeted Assistance preschool programs, and Title I-A Neglected programs.)</i> <i>§ 1115(b)(2)(G)</i>	<ul style="list-style-type: none"> ✓ TAS Self-Review Document (Must Review and Discuss) ✓ Date of review ✓ List of participants ✓ Meeting minutes ✓ Discussion of Process <p>TAS Self-Review Document available at https://www.education.ne.gov/federalprograms/title-i-a-educationally-disadvantaged/#Targeted-Assistance-Self-Review</p>				

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Section 2b. Title I, Part A – Schoolwide Programs (SWP)						
1.	An annual comprehensive needs assessment of the entire school based on student performance has been conducted. <i>§1114(b)(6)</i>	✓ Description of process for conducting needs assessment ✓ Needs assessment results or school profile				
2.	The program provides for the meaningful involvement of parents and local community in planning and implementation. <i>§1114(b)(2)</i>	✓ Evidence of parent and community involvement				
3.	Additional assistance is provided to students who are experiencing difficulty mastering the challenging State academic standards. <i>§1114(b)(7)(A)(i-iii)</i>	✓ Building practices and procedures (i.e. MTSS, RTI, SAT, etc.)				
4.	Resources from various sources are used to support the schoolwide plan. Option to consolidate and use Title I funds together with other Federal, State and Local funds. <i>§1114(b)(5)</i> <i>§1114(e)</i>	✓ Schoolwide plan and Self-Review (Must Review and Discuss) ✓ Accounting/budget records ✓ Partnerships				
5.	The Schoolwide Plan is made available to the District, parents and the public in a language parents can understand. <i>§1114(b)(4)</i>	✓ Evidence of posting and/or distribution of the plan (include URL) ✓ Screenshot w/ Schoolwide Plan & URL				

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Section 2c(i). Title I, Part A -- Targeted Assistance and Schoolwide Preschool Programs						
1.	Preschool teachers must meet Nebraska's Rule 11 requirements. https://www.education.ne.gov/Legal/webrulespdf/CLEANRule11_2015.pdf	✓ Teacher certification list				
2.	A District that uses Title I funds to provide early childhood development services to low-income children below the age of compulsory school attendance must ensure that those services comply at a minimum with the achievement standards established under section 641(a) of the Head Start Act. The specific Head Start standards applicable to Title I preschool programs are in regulations at 45 CFR 1304.21— Education and Early Childhood at: http://eclkc.ohs.acf.hhs.gov/hslc/standards/law §1112(c)(7)	✓ ESEA/ESSA Assurances ✓ Description of activities ✓ Evidence that measuring performance standards has been completed per required schedule.				
3.	If the District chooses to use Title I-A funds to provide early childhood education services to low-income children below the age of compulsory school attendance, District must ensure compliance with performance standards established under 641A(a) of Head Start. This would include the ongoing child data collection and the three online reporting checkpoints using the <i>My Teaching Strategies Gold</i> . Checkpoints include Fall (Aug. 1 – Oct. 31), Winter (Nov. 10 Feb. 15), and Spring (Feb. 16 – May 31). Twelve-month programs must also include Summer (June 1 – July 31)	✓ Evidence that measuring performance standards has been completed per required schedule.				

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Section 2c(ii). Title I, Part A --Targeted Assistance Preschool Programs (Includes District-wide and Building-level Targeted Assistance Programs)						
1.	Parents of all children within the designated preschool attendance area are notified for screening. <i>Serving Preschool Children Through Title I, Part A...Non-Regulatory Guidance</i>	✓ Notice/letter to parents in a language they can understand				
2.	A process is in place to identify eligible children for services. <input type="checkbox"/> Use of multiple, educationally related, objective criteria, such as developmentally appropriate measures of child development, teacher judgment, and interviews with parents. The use of family income as one factor in determining eligibility is allowable, but children should not be identified for a Title I preschool program solely on the basis of family income. <i>Serving Preschool Children Through Title I, Part A...Non-Regulatory Guidance</i>	✓ Written procedures indicating criteria used to identify eligible children				
3.	Co-funded preschools use Title I funds <i>only</i> for appropriate and approved purposes and the amount used reflects the number of Title I students served. <i>Serving Preschool Children Through Title I Part A...Non-Regulatory Guidance</i>	✓ Accounting records and an identifiable audit trail for determining the appropriate percentage of Title I costs				

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Section 2d. Title I, Part A – Nonpublic Schools

1.	Only eligible students are provided Title I services. (Students must reside in an eligible public school attendance area.) <i style="text-align: right;">§1117(a)(1)</i>	✓ Nonpublic consultation form(s) ✓ Procedure for identifying eligible students					
2.	Parents are notified of child's eligibility to participate in Title I services. <i style="text-align: right;">Title I, Part A Policy Guidance</i>	✓ Parent notification					
3.	Parents of nonpublic school students are included in Title I parental engagement activities. <i style="text-align: right;">§1117(a)(1)(B);</i>	✓ Explanation of how parents of nonpublic students are notified and included in parent engagement activities ✓ Notices of meetings/activities					
4.	Services, materials, and equipment are in a secular, neutral and non-ideological location if provided in a nonpublic school building. Materials/equipment are inventoried annually by the public school. <i style="text-align: right;">§1117(a)(2)</i>	✓ Lease agreement, if appropriate, is on file with NDE ✓ Description of where Title I services are being provided ✓ Inventory list, if applicable • Be prepared to show an example of inventory of equipment purchased with federal funds					
5.	Student academic progress is monitored annually, and the information is used to improve services. <i style="text-align: right;">§1117(a)(1)(A); §1117(b)1(D)</i>	✓ Description of how performance information of served nonpublic students is obtained and reviewed					

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6. Teachers providing services in a nonpublic school shall be employees of the public agency, or the public agency may contract with an individual, association, agency, or organization. <i>§1117(d)(2)(A)</i>	<ul style="list-style-type: none"> ✓ Teachers must be listed on the Title I staff pages of the ESEA/ESSA Consolidated Application ✓ If contracting for services for nonpublic students, a copy of the contract is available 					
7. The district annually evaluates the effectiveness of the Title I program for improving student achievement. <i>(This includes nonpublic programs, Targeted Assistance preschool programs, and Title I-A Neglected programs.)</i> <i>§1115(b)(2)(G)</i>	<ul style="list-style-type: none"> ✓ TAS Self-Review Document (Must Review and Discuss) ✓ Meeting minutes ✓ Discussion of process <p>TAS Self-Review Document available at https://www.education.ne.gov/federalprograms/title-i-a-educationally-disadvantaged/#Targeted-Assistance-Self-Review</p>					
8. Ongoing communication takes place between the public district and the person(s) delivering the services.	<ul style="list-style-type: none"> ✓ Record of communications ✓ Knowledge of how students are identified ✓ Knowledge of program(s) used 					
Section 2e. Title I, Part A -- Neglected						
1. All children between the ages of 5-17 who were in residence in an institution for neglected/delinquent for at least one day during a consecutive 30-day period, one day of which was in October, were included on the Annual Title I Caseload Count submitted to NDE. <i>US Code 20 6422 Policy Guidance for Title I, Part D</i>	<ul style="list-style-type: none"> ✓ Describe method of collecting this data ✓ This information is collected by NDE in the Title I Annual Participation Report (in the Consolidated Data Collection) ✓ Information is collected in NDE Consolidated Data Collection (CDC), "Title I Annual Caseload Count of children in Local Institutions for Neglected or Delinquent Children or in Correctional Institutions" 					

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2. The program for neglected or delinquent (N or D) students was designed in consultation with staff from the N or D agency. <i>§1425(1-13)</i>	✓ Documentation of consultation between the District and N or D agency (dated notes, emails, etc.)					
3. The school district monitors all aspects of the Title I N or D program. <i>§1421(1-3)</i>	✓ Procedures for monitoring the facilities are discussed					

Section 2f. Title I, Part D, Subpart 2 -- Local Delinquent Programs (County Detention Centers and Staff Secure Centers)						
1. All children between the ages of 5-17 who were in residence in an institution for neglected/delinquent for at least one day during a consecutive 30-day period, one day of which was in October were included on the Annual Title I Caseload Count submitted to NDE. <i>US Code 20 6422 Policy Guidance for Title I, Part D</i>	✓ Describe method used to collect data ✓ This information is collected by NDE in the Title I Annual Participation Report (in the Consolidated Data Collection) ✓ NDE Consolidated Data Collection (CDC), "Title I Annual Caseload Count of children in Local Institutions for Neglected or Delinquent Children or in Correctional Institutions"					
2. The program for neglected or delinquent (N or D) students was designed in consultation with staff from the N or D agency. <i>§1421(1-3)</i>	✓ Documentation of consultation between the District and N or D agency					

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3. The school district monitors all aspects of the Title I N or D program including disaggregated data. <ul style="list-style-type: none"> <input type="checkbox"/> program planning; <input type="checkbox"/> improve educational achievement opportunities for students; <input type="checkbox"/> ensure programming for students to accrue school credits; <input type="checkbox"/> make transitions to other educational programs or employment; <input type="checkbox"/> complete high school or equivalency; <input type="checkbox"/> provide measures of student progress <p style="text-align: right;">§1423(1-13)</p>	<ul style="list-style-type: none"> ✓ Evaluation and financial data, monitoring of N or D instructional activities ✓ See information in ESEA/ESSA Consolidated Application 					
4. The school district <ul style="list-style-type: none"> <input type="checkbox"/> provides activities to facilitate the transition of children and youth from the correctional programs <input type="checkbox"/> operates programs in local schools <input type="checkbox"/> coordinates with existing services to meet the needs of the students returning to the district, and <input type="checkbox"/> provides dropout prevention programs as appropriate. <p style="text-align: right;">§1422(a-d)</p>	<ul style="list-style-type: none"> ✓ Most recent Annual Title I-D Self Review Program Document 					

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5. The school district monitors the agreement with the correctional facility to ensure educational programming <ul style="list-style-type: none"> <input type="checkbox"/> is coordinated with the student's school of record; especially for students having IEPs; <input type="checkbox"/> allows notification from the facility to the district if special services are needed; <input type="checkbox"/> provides support programs to transition, return to school, employment, high school diploma or equivalent <input type="checkbox"/> involves parents <input type="checkbox"/> coordinates funds with other local, state, and federal funds <p style="text-align: right; margin-right: 50px;">§1425(1-13)</p>	✓ Title I-D Formal Agreement (Uploaded on ESSA Consolidated Application)					

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Section 3. Title I, Part D, Subpart 1 – STATE AGENCY Neglected/Delinquent Programs						
1.	Title I funded services supplement and improve the quality of the educational services provided by the State agency. <i>§1415(b)</i>	✓ Teachers' schedules				
2.	Expenditures support the purpose of the Title I, Part D State Agency Program. <i>§1415</i>	✓ Accounting records and budgets				
3.	An inventory is maintained for all equipment purchased with Title I funds. <i>§1415(a)(2)(A)</i>	✓ Equipment inventory				
4.	The annual caseload count includes only youth enrolled for the appropriate number of state funded instructional hours <i>in a regular program of instruction, through the age of 20 (20 hours for institutions; 15 hours for adult corrections).</i> <i>§1412(a)(1)(A)(i & ii)</i>	✓ Description of caseload count procedures and records				
5.	An assessment of student educational needs is conducted. <i>§1414(c)(1)</i>	✓ Annual self-review of program ✓ Pre and Post Tests ✓ Title I, Part D Annual Performance Report completed by the Agency				
6.	Between 15% and 30% of the grant is reserved and used for projects to assist in transitioning youth back to school and community. Facility has a designated transition liaison. <i>§1418(a)(2)(A-C)</i>	✓ Description of transition activities ✓ Budget included in application ✓ Identification of transition liaison				

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7. The State agency has demonstrated maintenance of effort for educational programs. <i>§1414(c)(7)</i>	✓ Description of maintenance of effort procedure and records					
8. Parents of participating students provide assistance in improving the educational achievement of their children and youth and preventing their further involvement in delinquent activities <i>§1414(c)(14)</i>	✓ Description of parent engagement activities					
9. The Title I program conducts a program evaluation at least once every three years as required under Subpart 3 of Title I, Part D. <i>§1426</i>	✓ Title I-D, Subpart 1, State Agency Performance Report					
10. If the program is an institution-wide program, a comprehensive plan has been completed; all activities are implemented. <i>§1416</i>	✓ Copy of comprehensive plan ✓ Documentation of activities					
11. The state agency coordinates programs with <input type="checkbox"/> Career and technical education programs, <input type="checkbox"/> Special education programs, and <input type="checkbox"/> Other state and federal programs such as EL. <i>§1414(c)(8)</i>	✓ Written process for District special education and EL collaboration ✓ Notes from consultation with Districts					
12. The state agency will provide appropriate professional development to teachers and staff. <i>§1414(c)(10)</i>	✓ Documentation of professional development for teachers/staff					

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Nebraska ESEA/ESSA and McKinney-Vento Compliance Monitoring Guide Checklist

Criteria	Options for Documentation ITEMS IN BOLD ARE REQUIRED	District / ESU Response				NDE Response
		Yes	No	NA	Comments	Comments
13. The state agency will offer opportunities to meet the same challenging State academic content standards and student academic achievement standards that all children in the state are expected to meet. <i>§1401(a)(1)</i>	✓ Documentation of content standards					

Nebraska ESEA/ESSA and McKinney-Vento Compliance Monitoring Guide Checklist

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Section 4. Title VII, Part B – McKinney-Vento Homeless Assistance Act						
1.	Title I, Part A homeless set-aside funds are used for services for homeless children. §1113(c)(3)(A)(i)	✓ Description of services provided				
2.	Program activities are designed to meet the greatest educational and related needs as determined by the district's need assessment. §1113(c)(3)(C)(i)	✓ Documentation of consultation with community partners ✓ Needs assessment data				
3.	District is evaluating the impact of the use of McKinney-Vento funds. <i>Examples: Using longitudinal data to track the dropout rate or graduation rate students experiencing homelessness in comparison to the overall student rate. Tracking the difference in testing scores between housed and nonhoused students.</i> §724(h)(1)(C)	✓ Evaluation tool				
4.	Coordination of activities with area shelters and other homeless service providers have been established. Coordination shall be designed to ensure that homeless children and youths have access and reasonable proximity to available education and related support services. §722(g)(5)(A-B)	✓ Documentation of coordination activities				

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		Yes	No	NA	Comments	Comments

Section 5. Title II, Part A -- Supporting Effective Instruction <i>(If funds were retained in Title II-A at any time during the current 3-year monitoring cycle this section is required.)</i>						
1.	The needs assessment used to determine if Title II-A funds would finance professional development activities or the hiring of class-size reduction teachers was part of the District's continuous improvement planning process. <div style="text-align: right;"><i>§2102(b)</i></div>	✓ Annual needs assessment documentation (may be part of Continuous Improvement Plan) to support the rationale for funding professional development or class-size reduction ✓ Summary of Data Analysis If funds are being used for Class-Size-Reduction, provide documentation to support the impact on student achievement				
2.	The district uses pertinent data and ongoing consultation to improve professional development activities. <div style="text-align: right;"><i>§2102(b)(2)(D)</i></div>	✓ Achievement data (Assessment results) ✓ Use of evaluation results in planning activities <i>Only Applicable if using Title II-A funds for PD</i>				
3.	Provide high-quality professional development that is focused on improving teaching and student learning and achievement. <div style="text-align: right;"><i>§2103(b)(3)(E)</i></div>	✓ Professional Development Plan ✓ Professional development activities funded by Title II-A <i>Only Applicable if using Title II-A funds for PD</i>				
4.	District will prioritize Title II-A funds to schools identified for Comprehensive or Targeted Support and Improvement that have the highest percentage of poverty. <div style="text-align: right;"><i>§2102(b)(2)(C)</i></div>	✓ Explanation of prioritization ✓ A list of schools within the district that are identified for, Needs Improvement, Comprehensive Support & Improvement (CSI), or Targeted Support & Improvement (TSI) ✓ Needs Improvement plan for each identified school ✓ NEP data				

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Nebraska ESEA/ESSA and McKinney-Vento Compliance Monitoring Guide Checklist

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		Yes	No	NA	Comments	Comments
---Nonpublic Schools ---						
1. If the District has Nonpublic schools participating in Title II, the district is: <ul style="list-style-type: none"> <input type="checkbox"/> Providing equitable services <input type="checkbox"/> Assuring those activities are completed by the end of the current programs period <input type="checkbox"/> Explaining how the public maintains control of the funds <p style="text-align: right;"><i>§8501(a)(1-5)</i></p>	<ul style="list-style-type: none"> ✓ Nonpublic consultation form ✓ Dated meeting notes and email records ✓ Notes from conversation with NP school representatives ✓ Professional Development offered/provided ✓ Materials being used ✓ District expenditure records 					
Section 6. Title III, Part A – Language Instruction for English Learners and Immigrant Students						
---Financial Management/Supplement Not Supplant---						
1. The district has demonstrated that services provided with Title III funds are in addition to services that students would otherwise receive from State, local, or other federal funds. Further, the district does NOT use Title III funds to pay for the costs of the administration, scoring, or reporting of English language proficiency assessments, and materials or equipment related to the administration of language proficiency assessments (screener and summative). NOTE: District Title III funds may be used for nonpublic assessment expenditures. <p style="text-align: right;"><i>§1111 (b)(2)(G); §3115(g)</i></p>	<ul style="list-style-type: none"> ✓ Budget records showing required and allowable uses of Title III <ul style="list-style-type: none"> • Personnel records/FTE/job descriptions • Purchase orders • Evidence that Title III funds are not used to purchase language testing materials for public school students or pay for staff time to administer such assessments • Description of core services 					

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Nebraska ESEA/ESSA and McKinney-Vento Compliance Monitoring Guide Checklist

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		Yes	No	NA	Comments	Comments

Section 6a. Title III, English Learners (EL)						
1.	<p>The district provides effective Language Instruction Educational Programs (LIEPs) that are based on a sound educational theory and meet the needs of English learners and demonstrate success in increasing:</p> <ul style="list-style-type: none"> a. English language proficiency b. Student academic achievement <p style="text-align: right;"><i>§3115(c)(1)</i></p> <p>Examples of LIEPs include transitional bilingual, dual language or two-way immersion, English as a Second Language (ESL) or English Language Development (ELD), content classes with integrated ESL support or Sheltered Class, newcomer</p>	<ul style="list-style-type: none"> ✓ Description of the LIEP(s) that the district uses to provide core English language services to ELs and how the Title III funds supplement the core services. ✓ Job descriptions of supplemental staff ✓ Description of supplemental program activities (e.g. summer school, tutoring) ✓ Description of supplemental resources (e.g. technology enhancements, Rosetta Stone, Imagine Learning materials) ✓ Training for additional staff implementing program (e.g. SIOP, LAS LINKs, EL Achieve) 				
2.	<p>The district provides effective professional development to all teachers of English Learners designed to improve or enhance the instruction and curriculum for English learners.</p> <p style="text-align: right;"><i>§3115(c)(2)</i></p>	<ul style="list-style-type: none"> ✓ Listing of professional development workshops offered/attended ✓ Participant information is maintained (listing of staff/others attending and their role in the district, i.e. teachers, administrators, etc.) 				
3.	<p>The district provides and implements other effective activities and strategies which:</p> <ul style="list-style-type: none"> a. shall include parent, family, and community engagement activities; b. may include strategies that serve to coordinate and align related programs. <p style="text-align: right;"><i>§3115(c)(3)</i></p>	<ul style="list-style-type: none"> ✓ Contracts and agreements with other entities or agencies ✓ Agendas, presentations, handouts from engagement activities ✓ Newsletters ✓ Staff job descriptions ✓ Description of engagement activities 				

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4. The district has delineated the authorized activities chosen for meeting the purposes of Title III. <div style="text-align: right; margin-right: 20px;"><i>§3115(d)</i></div>	<u>Authorized English Learner Activities:</u> ✓ Upgrading program objectives and effective instruction strategies ✓ Identifying, acquiring, and upgrading curricula, instruction materials, and educational software ✓ Providing tutorials and intensified instruction which may include materials in a language the student can understand ✓ Coordinating the EL program with other relevant programs/services ✓ Improving English proficiency and academic achievement ✓ Providing community participation programs, family literacy services, and parent outreach activities to assist parents in becoming active participants in helping their children improve academically ✓ Improve instruction for ELs including ELs with a disability by acquisition/development of educational technology/instructional materials, electronic networks for materials, training and communication ✓ Offer programs or courses designed to help English learners achieve success in post-secondary education (i.e. dual enrollment, college credit)					
5. The district implements the state's standardized entrance and exit procedures. <div style="text-align: right; margin-right: 20px;"><i>§3113 (b)(2) Title 92, Chapter 15, Section 003</i></div>	✓ Name of screener ✓ Home language survey ✓ Copy of exit procedures ✓ Rule 15 Canvas course					

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		Yes	No	NA	Comments	Comments
6. The district has sent Parental Notification letter(s) to comply with Section 1112 no later than 30 days after the beginning of the school year. For English learners not identified at the beginning of the school year, parents should be notified of placement within two weeks. Notification should include: <ul style="list-style-type: none"> <input type="checkbox"/> reasons for identification, <input type="checkbox"/> level of English proficiency and assessment (screener) used, <input type="checkbox"/> method of instruction and how that will help child be successful <input type="checkbox"/> exit requirements, <input type="checkbox"/> in case of child with disability, how program meets the objectives of IEP, and <input type="checkbox"/> parents right to refuse services <p style="text-align: right;"><i>§1112(e)(2)(C)</i></p>	<ul style="list-style-type: none"> ✓ The District's parent notification letter (in English and languages other than English) notifying parents that the child has been identified as an English learner ✓ TransACT or district developed letter 					
7. The district has implemented the Nebraska English Language Proficiency Standards. <p style="text-align: right;"><i>§1111(b)(1)(F)</i></p>	<ul style="list-style-type: none"> ✓ The district has documentation showing how the LIEP curriculum has been aligned to the Nebraska English Language Proficiency Standards 					
8. The district administered the annual state language proficiency assessment to <u>all</u> students identified as English Learners, including English Learners with disabilities. <p style="text-align: right;"><i>§1111(b)(2)(G); §3116(b)(2)(A)</i></p>	<ul style="list-style-type: none"> ✓ Number of students assessed using the ELPA21 test 					

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		Yes	No	NA	Comments	Comments
9. The district determines the effectiveness of the program by conducting an annual review to improve the program and activities under Title III. <div style="text-align: right; font-size: small;"> <i>§3121(b); Title 92, Chapter 15, Section 008</i> </div>	✓ NDE's Rule 15 Program Review Written Report					
---Nonpublic Schools ---						
1. If the District has Nonpublic schools participating in Title III, the district is: <ul style="list-style-type: none"> <input type="checkbox"/> Providing equitable services <input type="checkbox"/> Assuring those activities are completed by the end of the current programs period <input type="checkbox"/> Explaining how the public maintains control of the funds <div style="text-align: right; font-size: small;"> <i>§8501(a)(1-5)</i> </div>	✓ Nonpublic consultation form ✓ Dated meeting notes and email records ✓ Notes from conversation with NP school representatives ✓ Professional Development offered/provided ✓ Materials being used ✓ District expenditure records ✓ Procedures for initial identification (Title III only)					
Section 6b. Title III Immigrant Education Programs						
1. The district identifies immigrant children and youth to be served under this program. <div style="text-align: right; font-size: small;"> <i>§3201(5)</i> </div>	✓ Data on number served ✓ Student identified as immigrant meet the definition of an immigrant student					
2. The district ensures that the funds are used ONLY for immigrant children and youth. <div style="text-align: right; font-size: small;"> <i>§3115(e)(1)</i> </div>	✓ Description of the services provided ✓ Budget information					

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		Yes	No	NA	Comments	Comments
3. The district has delineated the authorized activities chosen for meeting the purposes of Title III Immigrant Education.	§3115(e) Authorized Immigrant Activities: ✓ Family literacy, parent and family outreach, and training activities designed to help families become active participants in their children’s education ✓ Support for trained personnel to provide services for immigrant children ✓ Tutorials, mentoring, academic, or career counseling ✓ Identification, development, and acquisition of curricular materials, educational software, and technologies to be used in the program ✓ Basic instructional services (supplies, costs of transportation) ✓ Other services, including services designed to introduce students to the educational system and civics education ✓ Activities coordinated with community-based organizations, institutions of higher learning, private sector entities with expertise in working with immigrants to assist families by offering community services					

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Section 7. Title IV-A – Student Support and Academic Enrichment (SSAE) <i>(If funds were retained in Title IV-A at any time during the current 3-year monitoring cycle this section is required.)</i>						
1.	Each District receiving Title IV-A (SSAE) funds must prioritize distribution of funds to schools that: <ul style="list-style-type: none"> <input type="checkbox"/> Are among schools with the greatest need; <input type="checkbox"/> Have the highest percentage or numbers of low-income students; <input type="checkbox"/> Are identified for comprehensive support and improvement (CSI); <input type="checkbox"/> Are implementing targeted support and improvement (TSI) plans; OR <input type="checkbox"/> Are identified as a persistently dangerous school under §8532 of ESSA. <p style="text-align: right;"><i>§4106(e)</i></p>	<ul style="list-style-type: none"> ✓ Needs Assessment Tool district ≥ \$30,000 or CIP district < \$30,000 that was used to identify how funds are being distributed ✓ Continuous Improvement Plan ✓ ESEA/ESSA Consolidated Application 				
2.	Each District shall annually report to the State on how funds are being used to: <ul style="list-style-type: none"> <input type="checkbox"/> Meet the requirements of the three content areas <input type="checkbox"/> Measurement of effectiveness of the programs/activities <input type="checkbox"/> Evaluate the programs/activities to determine if changes are needed in the future <p style="text-align: right;"><i>§4106(e)(1)(E)</i> <i>§4106(e)(2)(F)</i></p>	<ul style="list-style-type: none"> ✓ Provide activity evidence (prof. development for teachers/administrators, direct services for students, salaries of personnel to carry out identified programs/services and supplemental education resources and equipment) ✓ Inventory of property purchased- ✓ Student/Staff measures of Program/Activities effectiveness ✓ Evaluation of programs/activities to determine if changes are needed in the future 				

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		Yes	No	NA	Comments	Comments
3. If District is using funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, there must be in place a policy of Internet Safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are: <ul style="list-style-type: none"> <input type="checkbox"/> Obscene; <input type="checkbox"/> Child pornography; or <input type="checkbox"/> Harmful to minors; and <input type="checkbox"/> Is enforcing the operation of such technology protection measure during any use of such computers by minors. <p style="text-align: right;"><i>§4121(a)(1)(A-B)</i></p>	✓ Internet Safety Policy					

—Nonpublic Schools ---						
1. If the District has Nonpublic schools participating in Title IV, the district is: <ul style="list-style-type: none"> <input type="checkbox"/> Providing equitable services <input type="checkbox"/> Assuring those activities are completed by the end of the current programs period <input type="checkbox"/> Explaining how the public maintains control of the funds <p style="text-align: right;"><i>§8501(a)(1-5)</i></p>	✓ Nonpublic consultation form ✓ Dated meeting notes and email records ✓ Notes from conversation with NP school representatives ✓ Professional Development offered/provided ✓ Materials being used ✓ District expenditure records • Be prepared to show an example of inventory of equipment purchased with federal funds					

Nebraska ESEA/ESSA and McKinney-Vento Compliance Monitoring Guide Checklist

Criteria	Options for Documentation ITEMS IN BOLD ARE REQUIRED	District / ESU Response				NDE Response
		Yes	No	NA	Comments	Comments
Section 8 Title V-B – Rural Low-Income Schools (RLIS)						
1. Each District receiving Title V-B (RLIS) funds must prioritize distribution of funds to schools that: <ul style="list-style-type: none"> <input type="checkbox"/> Are among schools with the greatest need to increase student achievement <input type="checkbox"/> Target funds for specified activities authorized in Sec. 5222 <p style="margin-left: 40px;"><i>ESEA: Sec. 5221(b)(1)(A)(i)(ii)</i> <i>ESEA: Sec. 5222(a)</i></p>	<ul style="list-style-type: none"> ✓ Continuous Improvement Plan, Safety Plan, Continuous Needs Assessment, or plan that matches Use of Funds ✓ RLIS Application; (Assurances/budget/LEAs progress towards goals & objectives, ensure compliance) ✓ Verification of Use of Funds through reimbursement review ✓ Monitoring – LEAs comply with Federal Statutes, regulations and terms and conditions of award. Follow up with LEA to ensure required actions addressed 					
2. Evaluation – <ul style="list-style-type: none"> <input type="checkbox"/> LEA shall submit Annual Evaluation reporting on the use of grant funds <p style="margin-left: 40px;"><i>ESEA: Sec. 5224(2)&(3)</i></p>	<ul style="list-style-type: none"> ✓ Data used to determine the effectiveness of the funds allocated ✓ Provide the Annual Evaluation report 					

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