

Federal Teams Office Hours

Topic: ESSA Consolidated Monitoring



This presentation will be on the Federal teams website



Introductions

Agenda

- Introductions
- What is the Monitoring Process & Why We Do It
- What to do before the meeting
- Reading The Checklist
 - All Districts
 - Title I-A
 - Title II
 - Title IV
 - Title III
- Questions & Breakout Rooms



A decorative graphic on the left side of the slide. It features a yellow horizontal band with a white dotted pattern. Overlaid on this band are several overlapping shapes in shades of purple and blue. These shapes include a large opening quote mark at the top left, a smaller opening quote mark in the middle left, a closing quote mark in the middle right, and a speech bubble at the bottom right. A thin white line with a dot at its end connects the top opening quote mark to the middle opening quote mark, and another line connects the middle opening quote mark to the bottom speech bubble.

What is Monitoring and Why Are We On the List?

- It is a Federal Requirement and it is your turn.

[Nebraska Federal Waivers Received](#)

[Federal Programs](#)

[Allocations 2024-25](#)

[Monitoring Schedules/Checklists/Forms Section](#)

(Microsoft Word)

[ESSER PROGRAMMATIC MONITORING SELF-REVIEW FORM](#)

[ESSER I II III THREE YEAR PROGRAMMATIC MONITORING SCHEDULE](#)

[2024-2025 ESSA MONITORING GUIDE CHECKLIST DOCX](#)

[2024-2025 ESSA MONITORING GUIDE CHECKLIST PDF](#)

(Adobe PDF)

[ESSA FIVE YEAR MONITORING SCHEDULE 2024-2029](#)

[2024-25 ARP-HCY MONITORING GUIDE CHECKLIST](#)

[HCY I AND II MONITORING SCHEDULE 2022-2025](#)

[Grants Management \(GMS\) and Finance](#)



- Federal Programs Home
- Federal Programs A - Z List
- Staff Contact List
- Consultants by ESU 2024-2025
- Forms
- Program Pages
 - Title I-A
 - Title I-A School Improvement
 - Title I-C Migrant
 - Title I-D Neglect/Delinquent
 - Title II Supporting Effective Instruction
 - Title III English Learner
 - Title IV-A (SSAE)
 - Title V REAP/SRSA
 - Title VII-B Homeless
 - Title IV-B 21st Century

[Programs, Services, & Initiatives](#)

[Recreation/Rule 10 & School Improvement](#)

[Adult Education and GED®](#)

[Charter School Programs](#)

[Coordinated Student Support Services](#)

[Early Childhood Education](#)

[English Learner Programs](#)

[Extended Learning Opportunities](#)

[Family and Community Engagement](#)

[Federal Programs](#)

[International Migrant Education Program](#)

[Linguistic/Cultural/Diversity](#)

[STEM](#)

[Nebraska Math and Science Partnerships](#)

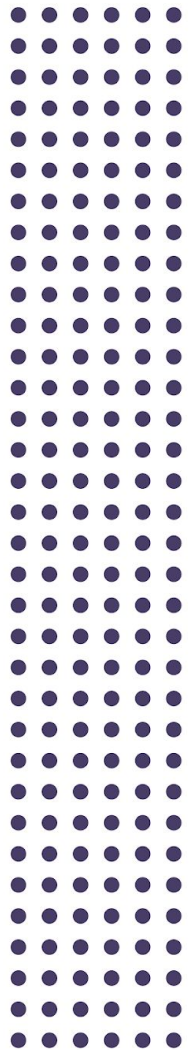
[Nebraska Milken Educators](#)

What to do BEFORE the meeting

- Your NDE reviewer will schedule a time to come to your district for your visit.
- You will get an official monitoring letter from NDE confirming the date/time/place of the visit along with programs being monitored.

Monitoring Visit

- Plan on 1-3 hours depending on the programs the district has.
- Make sure the time scheduled works for your ENTIRE team (*superintendent, principal, curriculum director, Title teacher, bookkeeper*)



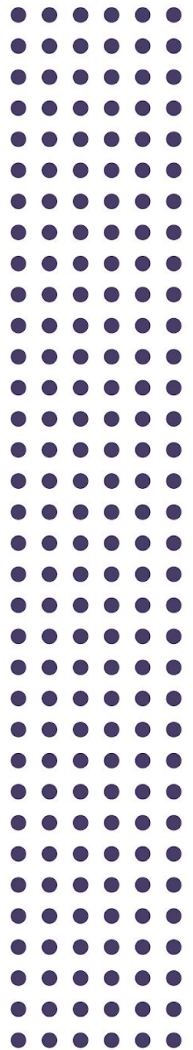
What to do BEFORE the meeting

Send necessary documentation to your reviewer **2 weeks before the meeting**

Make a comment in each section of the checklist that applies to your programs

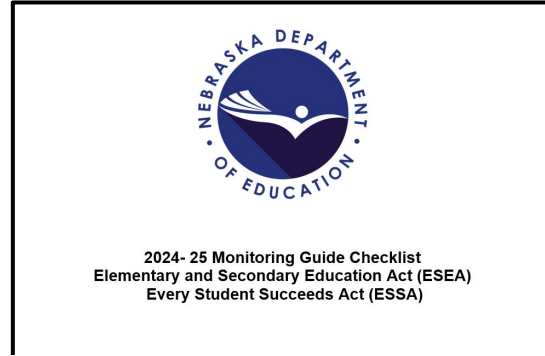
- You may link documentation (ensure permission to view), upload to a Google Folder, or email to your NDE reviewer.
 - *Please label each document if sending in email or uploading in folder so we know what each document is.*

IT IS NOT THE TITLE TEACHERS RESPONSIBILITY TO COMPLETE THE ENTIRE CHECKLIST



Reading the Monitoring Guide Checklist

- Don't be scared; it looks worse than it is!
- You only need to complete the parts that pertain to your district.
- If you are Title I only, there are only 2 sections to complete.



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

District Staff Completing Checklist: _____

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

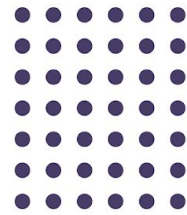
Applicable Programs/Grants

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 | |

Section 1. All ESEA/ESSA Programs.....	1
Section 2. Title I, Part A – Improving the Academic Achievement of the Disadvantaged – ALL Schools.....	8
Section 2a. Title I, Part A – Targeted Assistance Schools (TAS).....	17
Section 2b. Title I, Part A – Schoolwide Programs (SWP).....	21
Section 2c(i). Title I, Part A – Targeted Assistance and Schoolwide Preschool Programs.....	22
Section 2c(ii). Title I, Part A – Targeted Assistance Preschool Programs (Includes District-wide and Building-level Targeted Assistance Programs).....	23
Section 2d. Title I, Part A – Nonpublic Schools.....	24
Section 2e. Title I, Part A – Neglected.....	25
Section 2f. Title I, Part D, Subpart 2 – Local Delinquent Programs (County Detention Centers and Staff Secure Centers).....	26
Section 3. Title I, Part D, Subpart 1 – STATE AGENCY Neglected/Delinquent Programs.....	29
Section 4. Title VII, Part B – McKinney-Vento Homeless Assistance Act.....	32
Section 5. Title II, Part A – Supporting Effective Instruction.....	33
Section 6. Title III, Part A – Language Instruction for English Learners and Immigrant Students.....	34
Section 6a. Title III, English Learners (EL).....	35
Section 6b. Title III Immigrant Education Programs.....	38
Section 7. Title IV-A – Student Support and Academic Enrichment (SSAE).....	40

Reading the Monitoring Guide Checklist



Title I Only

- **Section 1** (all districts) should be completed by a district administrator (policy focused).
- **Section 2 a or b** can be completed by the Title I team.
 - 2a is for TAS
 - 2b is for SWP

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	

Section 1. All ESEA/ESSA Programs..... 1

Section 2. Title I, Part A – Improving the Academic Achievement of the Disadvantaged – ALL Schools..... 8

Section 2a. Title I, Part A – Targeted Assistance Schools (TAS)..... 17

Section 2b. Title I, Part A – Schoolwide Programs (SWP)..... 21

Section 2c(i). Title I, Part A – Targeted Assistance and Schoolwide Preschool Programs..... 22

Section 2c(ii). Title I, Part A – Targeted Assistance Preschool Programs (Includes District-wide and Building-level Targeted Assistance Programs)..... 23

Section 2d. Title I, Part A – Nonpublic Schools..... 24

Section 2e. Title I, Part A – Neglected..... 25

Section 2f. Title I, Part D, Subpart 2 – Local Delinquent Programs (County Detention Centers and Staff Secure Centers)..... 26

Section 3. Title I, Part D, Subpart 1 – STATE AGENCY Neglected/Delinquent Programs..... 29

Section 4. Title VII, Part B – McKinney-Vento Homeless Assistance Act..... 32

Section 5. Title II, Part A – Supporting Effective Instruction..... 33

Section 6. Title III, Part A – Language Instruction for English Learners and Immigrant Students..... 34

Section 6a. Title III, English Learners (EL)..... 35

Section 6b. Title III Immigrant Education Programs..... 38

Section 7. Title IV-A – Student Support and Academic Enrichment (SSAE)..... 40

Section 8 Title V-B – Rural Low-Income Schools (RLIS)..... 42





Section 1 - All ESSA Programs

Criteria	Options for Documentation ITEMS IN BOLD ARE REQUIRED	District / ESU Response			NDE Response
		Yes	No	NA	Comments

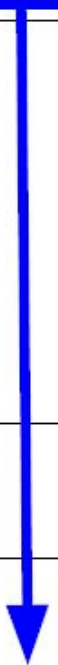
Section 1. All ESEA/ESSA Programs

District Notes

NDE Notes

--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>§1112(a)(1)(A)</p>	<ul style="list-style-type: none"> ✓ Relevant Sections of Continuous Improvement Plan (i.e. Cognia or Nebraska Framework), which includes the following: <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><i>Application Guidance</i></p>	<ul style="list-style-type: none"> ✓ ESEA/ESSA Consolidated Application ✓ Continuous Improvement Plan 	■	■	■	■	■	
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>§1112(b)(1)(D)</p>	<ul style="list-style-type: none"> ✓ District policies and/or procedures for all three groups of teachers must be explained 	■	■	■	■	■	



- Sections that are dark gray, are required documentation that must be turned into NDE
- Sections that are not in gray do not require submitted documents, but should be addressed by district in the comments section.

Section 1. All ESEA/ESSA Programs					
--ESEA/ESSA Consolidated Application--					
1.	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. §1112(a)(1)(A)	<ul style="list-style-type: none"> ✓ Relevant Sections of Continuous Improvement Plan (i.e. Cognia or Nebraska Framework), which includes the following: <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.	ESEA/ESSA funds are used to support Evidence-based activities to improve student achievement on challenging state academic standards. <i>Application Guidance</i>	<ul style="list-style-type: none"> ✓ ESEA/ESSA Consolidated Application ✓ Continuous Improvement Plan 			
3.	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. <i>(NOTE: This is an assurance included on the ESEA/ESSA Consolidated Application.)</i> §1112(b)(2)	<ul style="list-style-type: none"> ✓ District policies and/or procedures for all three groups of teachers must be explained 			
4.	Schools and LEAs have implemented appropriate policies and procedures for documenting the removal of a student from the regulatory adjusted Graduation Cohort.	<ul style="list-style-type: none"> ✓ School or LEA must confirm, in writing, that the student transferred out, emigrated to another country, transferred to 			

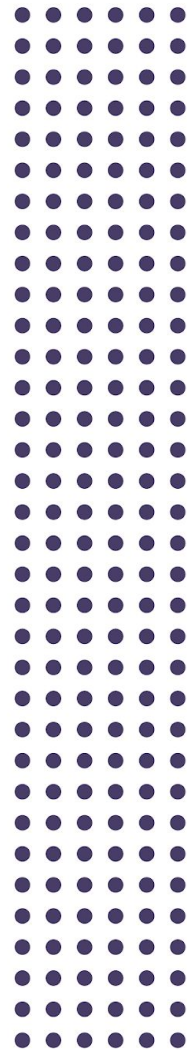
Must provide documentation/ evidence

Documentation not required. Section needs comments to support area

ESEA/ESSA and McKinney-Vento Compliance Monitoring Guide Checklist Page 1 August 1, 2024

NDE is requiring some pieces of evidence/documentation to be submitted prior to or during the monitoring visit. These items are indicated on the checklist with grayed boxes.

Here is an example of how the checklist should be filled out for the first 3 sections of the checklist.



Criteria	Options for Documentation ITEMS IN BOLD ARE REQUIRED	District / ESU Response			NDE Response
		Yes	No	NA	Comments
Section 1. All ESEA/ESSA Programs					
--ESEA/ESSA Consolidated Application--					
1. 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. §1112(a)(1)(A)	<ul style="list-style-type: none"> ✓ Relevant Sections of Continuous Improvement Plan (i.e. Cognia or Nebraska Framework), which includes the following: <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 	x			<p>We are in year 2 of our continuous improvement plan. Our team determined our goals should focus on improving reading score and decreasing our chronic absenteeism.</p> <p>Link to CIP</p> <p>Link to Action Plan</p> <p>Link to Goals and Objectives</p> <p>Link to summary of data analysis.</p>
2. ESEA/ESSA funds are used to support Evidence-based activities to improve student achievement on challenging state academic standards. <i>Application Guidance</i>	<ul style="list-style-type: none"> ✓ ESEA/ESSA Consolidated Application ✓ Continuous Improvement Plan 	x			Mr. Consolidated submitted the ESSA Grant in September 2024
3. 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. (NOTE: This is an assurance included on the ESEA/ESSA Consolidated Application.) §1112(b)(2)	<ul style="list-style-type: none"> ✓ District policies and/or procedures for all three groups of teachers must be explained 	x			Policy XXXX ensures that all students are taught by qualified teachers.

Time & Efforts

Please make sure you are using the newest version of Time and Effort Forms.

Federal Programs

RECENT NEWS & UPDATES FROM THE FEDERAL PROGRAMS OFFICE

Find the latest time sensitive information here

Mark Your Calendars for Upcoming Federal Programs Team Office Hours via Zoom!
 10:00 – 11:00 AM (CST) unless otherwise noted Please click the link below to join the webinar:
<https://zoom.us/j/4024712452> Meeting ID: 402 471 2452
 Or Telephone: US: +1 346 248 7799 Webinar ID: 402 471 2452#

August 27th (1:00 p.m. CT) – ARP ESSER III Session [PowerPoint](#)

- September 4th (9:00 a.m. CT) ARP ESSER III Session
- September 9th (2:00-3:30 p.m. CT) ESSA Support Session

Federal Programs Home

Federal Programs A – Z List

Staff Contact List

Consultants by ESU 2024-2025

Forms

Forms, Samples, Templates and Checklists

Time and Effort Log

Time and Effort Reporting

Sample Documents:

- [Time and Effort PAR Certification Template](#)
- [Semi Annual Certification Time and Effort Template](#)
- [Time and Effort PAR Tracking Template](#)
- [See our NDE State and Federal Grant Management Guidance \(Outside](#)

Time & Effort: Semi-Annual Certification Form

Activity Report for Employees Coded to a Federal Grant

School Name:	
School Year:	
Semester:	

Federal Program

Name of Program	Distribution of Time (%)
TOTAL:	100%

(Include all funding sources if applicable- must equal 100%)

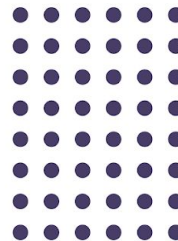
I certify that the employee listed below worked 100% of their time on a single federal award or cost objective.

Employee Name:	
Employee Title:	

Employee Signature:	Date:
Supervisory Signature:	Date:

Note: This form must be completed at least semi-annually (minimum of twice per year) **AFTER** the work has been completed.

Grant must match NSSRS, which must match the time and efforts AND match **bookkeeping!**



Guidance	Program Information	Targeting	Staff	Equipment/Capital Assets	Budget	...
	Instructional Staff			Noninstructional Staff		

Title I-A Instructional Staff

All instructional staff funded under Title I that are certificated, on salary, and working with students need to be listed on this page. Do not include contracted staff belong under Object Code 300). Information on Noninstructional Staff, such as paraprofessionals, are entered on a separate page.

FTE (Full Time Equivalency) indicates the percentage of the staff member's time/salary that is allocated to the Title I-A assignment. NOTE: The FTE listed on this page must match funding indicated on NSSRS - Staff Position Assignment Code.

(Ex: Title I-A teacher all day in TAS program and is 75% funded w/ Title I-A and 25% funded w/ District funds would be listed as .75 on the Staff page. On NSSRS the staff member coded as 2-1180 .75 and 0-1180 .25)

This page is for the identification of Instructional Staff for Targeted Assistance Schools and Nonpublic Schools. In addition instructional staff paid with set-aside Neglected, Summer, Preschool must also be listed because all set-aside funds are considered targeted funds.

LISTING STAFF IN AN APPROVED SCHOOLWIDE PROGRAM IS NOT REQUIRED.

TITLE I-A FUNDS CANNOT BE USED FOR ANY PART OF A SUPERINTENDENT'S SALARY.

Notes: This page is not linked to the Budget Summary, therefore, the Calculated Amount Paid must be entered on the Budget Detail page in the 100 column under the correct activity public instruction, nonpublic instruction, summer, neglected, etc. The total of all staff pages should equal the total of the 100's column on the budget. If stipends are to be paid, list Stipends under the Staff Paid column and 0 (zero) for FTE.

Reminder: If the District is budgeting funds for salaries, funds must also be budgeted on the BUDGET Page for employee benefits at a comparable rate.

The additional entries button can be used for another set of 10 entries for a maximum of 20 individuals. Districts must upload a file if more than 20 individuals can for fewer than that if that is the preference.

List Name(s) of Instructional Staff Paid with Title I-A Funds	Name of Assigned Building	Total Contracted Salary without benefits and/or extra curricular	FTE of Title I-A Time	Amount of Salary Paid with Title I-A without benefits and/or extra curricular
Teacher A	Nebraska Elementary School	74,100	1.0	74,100

Time & Effort: Semi-Annual Certification Form

Activity Report for Employees Coded to a Federal Grant

School Name:	Nebraska Elementary School
School Year:	2024-2025
Semester:	1st

Federal Program

Name of Program	Distribution of Time (%)
Title I - A	100
TOTAL:	100%

(Include all funding sources if applicable- must equal 100%)

I certify that the employee listed below worked 100% of their time on a single federal award or cost objective.

Employee Name:	Teacher A
Employee Title:	Title I-A Teacher

Employee Signature:	Date:
---------------------	-------

ELEMENTARY SCHOOL (002)				ELEMENTARY (PK-06)							
Last Name, First Name MI	NDE Staff ID	Gend	Eth	Contract Y/N	Basic Salary	Add Comp	Benefits	Ed Att	District	Experience	
			Assignment Date	Date Complete	SPI	Code	FTE%	Subject			
	7033638925	F	WH	Y	185	74,100	3,584	38,487	50	16	
			2024-08-01	2025-05-16	F	1160	100	18			

Here is an example of an employee that is partially funded by the Title I grant. Grant must match NSSRS, which must match the time and efforts AND match bookkeeping!

Guidance	Program Information	Targeting	Staff	Equipment/Capital Assets	Budget
Instructional Staff			Noninstructional Staff		
Title I-A Instructional Staff					
<p>All instructional staff funded under Title I that are certificated, on salary, and working with students need to be listed on this page. Do not include under Object Code 300. Information on Noninstructional Staff, such as paraprofessionals, are entered on a separate page.</p> <p>FTE (Full Time Equivalency) indicates the percentage of the staff member's time/salary that is allocated to the Title I-A assignment. NOTE: The FTE listed on this page is indicated on NSSRS - Staff Position Assignment Code.</p> <p>(Ex: Title I-A teacher all day in TAS program and is 75% funded w/ Title I-A and 25% funded w/ District funds would be listed as .75 on the Staff page. On NSSRS as 2-1180 .75 and 0-1180 .25)</p> <p>This page is for the identification of Instructional Staff for Targeted Assistance Schools and Nonpublic Schools. In addition instructional staff paid Neglected, Summer, Preschool must also be listed because all set-aside funds are considered targeted funds.</p> <p>LISTING STAFF IN AN APPROXIMATE SCHOOLWIDE PROGRAM IS NOT REQUIRED.</p> <p>TITLE I-A FUNDS CANNOT BE USED FOR ANY PART OF A SUPERINTENDENT'S SALARY.</p> <p>Note: This page is not linked to the Budget Summary, therefore, the Calculated Amount Paid must be entered on the Budget Detail page in the 100 column under instruction, nonpublic instruction, summer, neglected, etc. The total of all staff pages should equal the total of the 100's column on the budget. If stipends are to be the Staff Paid column and 0 (zero) for FTE.</p> <p>Reminder: If the District is budgeting funds for salaries, funds must also be budgeted on the BUDGET Page for employee benefits at a comparable rate.</p> <p>The additional entries button can be used for another set of 10 entries for a maximum of 20 individuals. Districts must upload a file if more than fewer than that if that is the preference.</p>					
List Name(s) of Instructional Staff Paid with Title I-A Funds		Name of Assigned Building		Total Contracted Salary without benefits and/or extra curricular	FTE of Title I-A Time
Partially Funded		Nebraska Elementary School		59,043	0.16

Time & Effort: Semi-Annual Certification Form

Activity Report for Employees Coded to a Federal Grant

School Name:	Nebraska Elementary School
School Year:	2024-2025
Semester:	1st

Federal Program

Name of Program	Distribution of Time (%)
Title I - A	16 %
Elementary Counselor	84 %
TOTAL:	100%

(Include all funding sources if applicable- must equal 100%)

I certify that the employee listed below worked 100% of their time on a single federal award or cost objective.

Employee Name:	Partially Funded
Employee Title:	Elementary Counselor/ Title Teacher
Employee Signature:	Date:

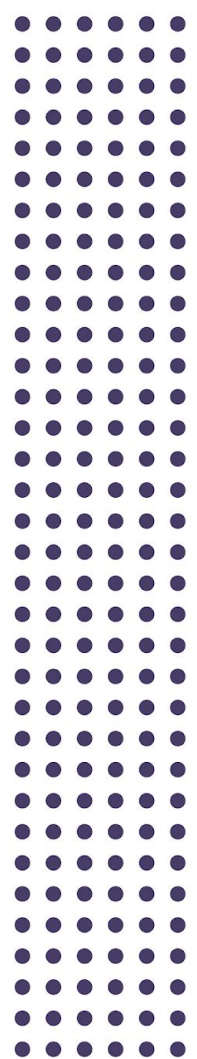
LOCATION: ██████████ ELEMENTARY SCHOOL (002) ELEMENTARY (K-04)

me, First Name MI	NDE Staff ID	Gend	Eth	Y/N	Contract Days	Basic Salary	Add Comp	Benefits	Ed Att
		Assignment Date			Date Complete	SPI	Code	FTE%	
██████████	██████████	F	WH	Y	185	59,043	3,192	37,259	45
		2024-08-07			2025-05-16	0	2121		84
		2024-08-07			2025-05-16	F	1180		16

Time & Efforts

A sample of T&Es are required for anyone who has been paid with the ESSA Grant.

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
<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</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 sampling from each District participating in the consortium in addition to ESU staff.</p> <p>Types of Time and Effort:</p> <ul style="list-style-type: none"> ✓ PAR ✓ Semi-Annual ✓ Substitute Reporting System <ul style="list-style-type: none"> o Semi-Annual o Schedule 	X			<p>We have 2 teachers paid with the grant. We are able to pay 100% of Teacher A and 16% of Teacher B. Teacher B is also our elementary counselor who does Title interventions with our 3rd graders once a week.</p> <p>Teacher A - time and effort</p> <p>Teacher B - time and effort</p>





Questions?



“

It Depends...

”



All districts must be able to provide documentation of the following...

- Homeless Policy
- Homeless Certificate for district liaison
- District Title I Parent and Family Engagement Policy
- Title I/Foster student transportation policy

Parent and Family Engagement Policy (procedure)

Every district should have a policy from a law office

If a district has more than one elementary/SWP an additional **building** parent and family engagement policy might be needed.

Examples of how this is being met is required.

		§1115(b)(2)(D)				
--Parent and Family Engagement Policy--						
1.	<p>District Policy</p> <p>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.</p> <p>This policy agreed on by such parents describes the means for carrying out the requirements listed below:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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, 	<ul style="list-style-type: none"> ✓ 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 				

Need to update?

You can find examples and fillable pdfs for School and District Parent and Family Engagement Policies.

Sample School
Title I Parent and Family Engagement Policy

_____(School Name)____ intends to follow the Title I Parent and Family Engagement Policy guidelines in accordance with federal law, *Section 1116(a-f) ESSA, (Every Student Succeeds Act) of 2015.*

In General
Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements. 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. The policy shall be made available to the local community and updated to meet the changing needs of parents and the school.

Schools shall provide opportunities for the participation of parents and family members including those with migratory children, limited English proficiency, or have disabilities. Parent shall be notified 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.

Describe how LEA will meet this requirement and provide examples.

(Examples)

- Back to School Night
- School Open House
- Annual Parent Meeting
- Curriculum Night
- Parent-Teacher Conferences
- Reading Night
- Math Night
- Family Game Night
- PTA – meetings & activities

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.

Describe how LEA will meet this requirement and provide examples.

LE POLICY

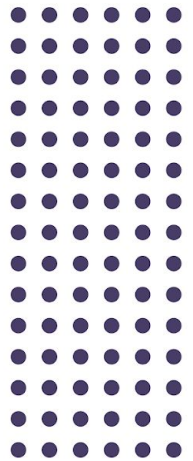
LE POLICY

MENT SAMPLE POLICY

TORY GUIDANCE

D INFORMATION

Student Transportation Policy/Procedure



- Talk to your law firm if you are unsure if you have this policy.
- It can be a procedure that does not need board approval.

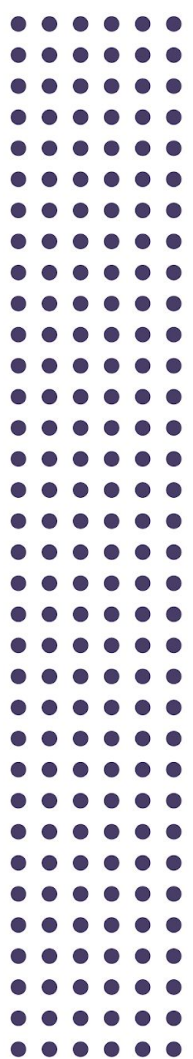
-- Educational Stability for Students in Foster Care--						
1.	<p>ESEA section 1112(c)(5)(B) requires each LEA receiving Title I, Part A subgrant to provide an assurance that it will, in collaboration with the relevant local child welfare agency, develop and implement written transportation procedures.</p> <p style="text-align: right;">§1112(c)(5)(B)</p>	<p>✓ Procedures/Policy to govern how transportation for students in foster care will be provided, arranged, and funded.</p> <p>✓ Best Interest Determination (BID) information</p> <p>✓ Immediate enrollment verification</p>				



Required Annual Parent Meeting Documentation

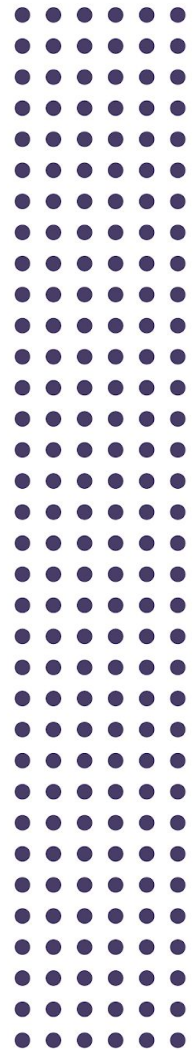
Ask your Title Teacher for the following documentation

- Evidence of Annual Parent Meeting
- Annual Parent meeting Agenda/Presentation or minutes
- Sign in sheet from the meeting
- Title I Compacts
- SWP Self Review or TAS Self Review



Annual Parent Meeting & Compacts

3.	<p>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:</p> <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. <p style="text-align: right;"><i>§1116(c)(1)</i></p>	<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.	<p>Parent-School Compacts have been jointly developed with parents and must describe:</p> <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. <p style="text-align: right;"><i>§1116(d)</i></p>	<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 					



Section 2a - TAS

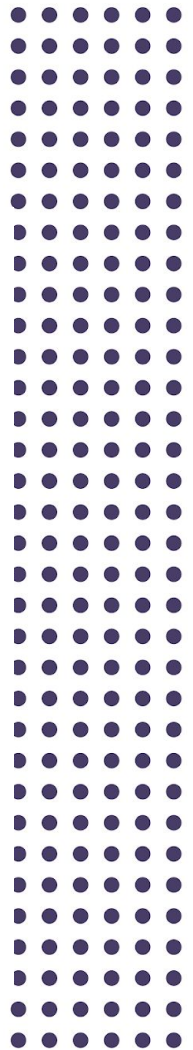


The Title

--Services--						
1.	<p>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.</p> <p style="text-align: right;">§1115(a)(1)(A)</p>	<ul style="list-style-type: none"> ✓ Inventory and labels ✓ Student roster 				
2.	<p>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.</p> <p style="text-align: right;">§1115(b)(2)(C) §1115(b)(2)(F)</p>	<ul style="list-style-type: none"> ✓ District practices and procedures ✓ Sample communications 				
3.	<p>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></p> <p style="text-align: right;">§ 1115(b)(2)</p>	<ul style="list-style-type: none"> ✓ TAS Self-Review Document ✓ 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>				

Section 2b - SWP

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>	<ul style="list-style-type: none"> ✓ 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>	<ul style="list-style-type: none"> ✓ 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>	<ul style="list-style-type: none"> ✓ 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>	<ul style="list-style-type: none"> ✓ Schoolwide plan (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>	<ul style="list-style-type: none"> ✓ Evidence of posting and/or distribution of the plan (include URL) ✓ Screenshot w/ Schoolwide Plan & URL 				





End of
••• **REQUIRED**
checklist
documentation



———— “ ————

Please remember that every section of the checklist needs comments from the district even though documents are not required.

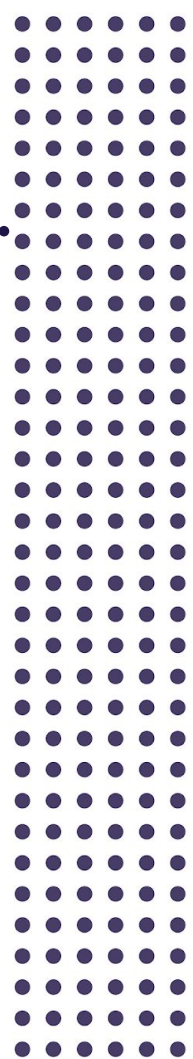
If policies are being discussed, please link the section to the district policy or name the district policy.

———— ” ————

Here is an example of a completed checklist with NDE comments when no documentation is required.

--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>	<ul style="list-style-type: none"> ✓ Procedures for contracting, purchasing services, materials, and equipment 	x		<p style="text-align: center;">Policy 3003.1</p> <p>Policy on district website, last reviewed July 2023</p>
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>	<ul style="list-style-type: none"> ✓ District/ESU inventory ✓ Procedures for disposal of federally purchased equipment • Be prepared to show an example of inventory of equipment purchased with federal funds 	x		<p style="text-align: center;">Policy 3019</p> <p>Policy on district website, last reviewed July 2023</p>
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>	<ul style="list-style-type: none"> ✓ Procedure for record retention (paper and/or electronic documents) 	x		<p style="text-align: center;">Policy 3004.1</p> <p>Policy on district website, last reviewed July 2023</p>

--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>	<ul style="list-style-type: none"> ✓ District policy or procedures for equitable allocation of resources 			<p style="text-align: center;">Our 23-24 policy is included.</p> <p>Policy 5064 - provided by district last reviewed July 2023</p>

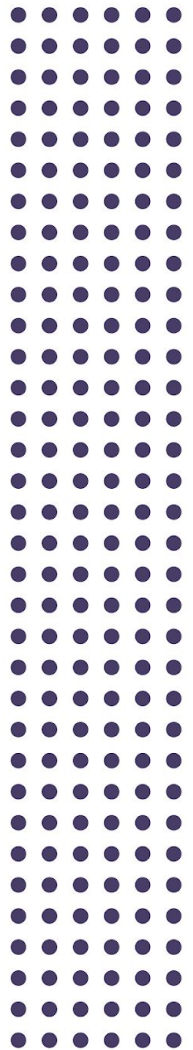


Title II

Required:

Annual Needs Assessment to support Rationale of funding.

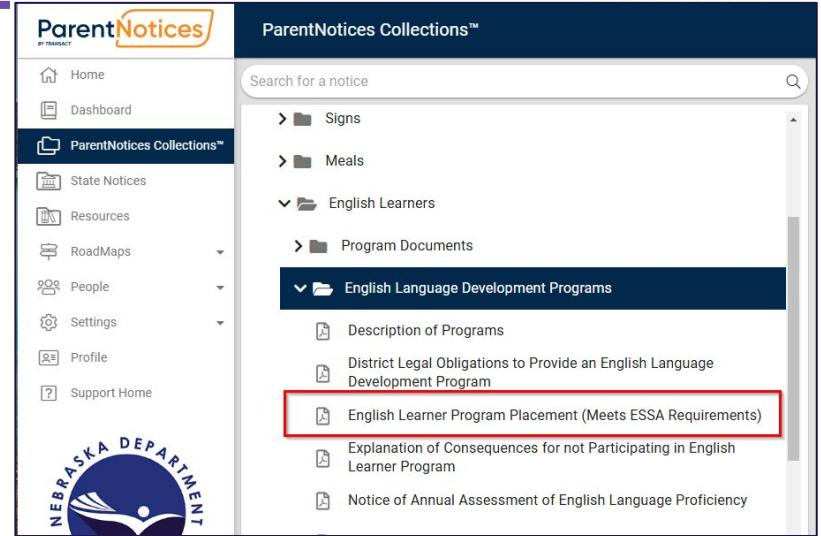
Reminder: The Title II section of the checklist still needs to be filled out, the above is the only requirement



Title III

Required:

- District Parent Notification Letter (English and other languages)
TransACT ParentNotices meets this requirement.



- [NDE Rule 15](#): Annual Program Review
Written Report

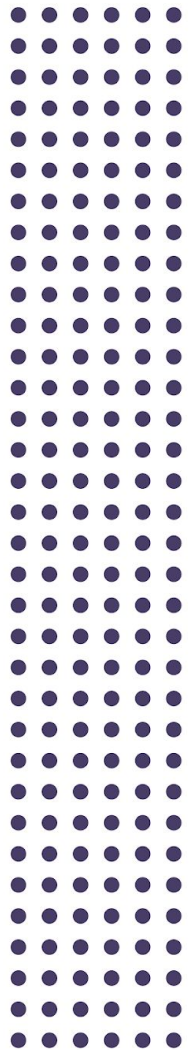
Reminder: The Title III section of the checklist still needs to be filled out, the above is the only requirement

Title IV

Required:

Needs Assessment Tool (over \$30,000) or CIP (under \$30,000) that was used to identify how funds are being distributed.

Reminder: The Title IV section of the checklist still needs to be filled out, the above is the only requirement





Questions?



“
It still probably
depends...
”



Thank You for attending.
This presentation will be on our website soon.

