

ESEA CONSOLIDATED REVIEW QUESTIONS



Title I, Part A

1. Does the LEA have documentation that shows multiple criteria are being used for identification of students in Targeted Assistance buildings?
2. Does the LEA maintain documentation that lists the eligible students that are identified for Title I in Targeted Assistance buildings?
3. Does the LEA keep documentation of signed parent/school compacts?
4. Does the LEA have documentation that indicates parents have been notified that they may request information regarding the professional qualifications of the student's classroom teachers?
5. Does the LEA retain documentation that exists that parents have been notified if their students are instructed for four continuous weeks by a teacher that does not meet state certification for grade level and content area taught?
6. Does the LEA have documentation that exists to indicate parents have been notified that they may request access to their student's state assessment scores?
7. Does the LEA have documentation that exists that parents and community members have been informed and provided access to the district/state report cards?
8. Does the LEA have documentation that shows that Title instructional paraprofessionals (Title I Part A, Title I Part C, and Title III) work under the direct supervision of a certified teacher?
9. Does the LEA have documentation that indicates that Title I paraprofessionals meet the qualification requirements of Title I?
10. Does the LEA have documentation to show that an evaluation of the Title I program is conducted annually?
11. Does the LEA have documentation to show that parents are actively involved in an annual evaluation of the Title I program?
12. Does the LEA have documentation on file to show that each Title I school has convened an annual meeting to which all parents of participating children are invited for the purpose of explaining the Title I program, its requirements, and their right to be involved, including parents of children who are disabled, migrant, or ELL?
13. Does the LEA have documentation on hand that shows communication to parents is expressed in a language parents can understand?
14. Does the LEA have documentation to illustrate that each Title I school has developed, jointly with parents of children participating in Title I, Part A service, a written school parental involvement policy that describes how the school will carry out the parental involvement requirements in section 1118 (c) - (f), including the development of a school-parent compact?
15. Does the LEA have documentation that shows that they have developed and implemented clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care?
16. Does the LEA have documentation that shows that a public notice of educational rights and opportunities of students in homeless situations is disseminated?
17. Does the LEA have documentation that shows policies and practices are in place to ensure there are no barriers for homeless students to enroll?
18. Does the LEA have documentation that their homeless liaison has received appropriate professional development?



19. Does the LEA have documentation that the homeless liaison/district has provided training on McKinney-Vento to all staff?
20. Does the LEA have documentation to demonstrate that Title I funds were expended appropriately in the amounts generated by each building on the approved LCP Application Step 3?

Non-Public Schools

21. Does the district have non-public schools that participate? (If no, skip to 29)
22. Does the LEA have documentation that shows equitable services are being provided to non-public school children?
23. Does the LEA have documentation to show that federal funds are used for secular, neutral, and non-ideological instruction?
24. Does the LEA have documentation that exhibits that Title I and Title III programs monitor the progress of non-public school student(s) achievement during the school year?
25. Does the LEA have documentation that proves the district evaluates the success of the Title program in the non-public schools each year?
26. Does the LEA have documentation that illustrates public school teachers and paraprofessionals who work in non-public schools meet state certification?
27. Does the LEA have documentation to show that non-public school officials were consulted regarding the planning, design, implementation, and participation in federal programs, and, if applicable, transferability options and REAP flexibility and that consultation is ongoing and meaningful?
28. Does the LEA have documentation that indicates criteria is used to select Title I students for services provided to eligible non-public school students and that all participating non-public school children are residents of an eligible Title I school attendance area?

Title IIA

29. Does the LEA reap or transfer ALL Title II, part A funds to another funding source? (If yes, skip to 35)
30. Does the LEA maintain documentation that shows professional development activities meet the definition of the Every Student Succeeds Act, as defined in Title VIII, Section 8002(42)?
31. Does the LEA have documentation that any materials or equipment purchased with Title II, Part A funds were used for professional development purposes only?
32. Has the LEA maintained documentation to show that teachers are equitably distributed throughout the district?
33. Does the LEA have documentation to show all district teachers have met the state certification for grade level and content area taught?
34. Does the LEA have documentation that all teachers paid with Title II, Part A funds for class-size reduction have met state certification for grade level and content area requirements?

Migrant

35. Does the LEA utilize the two migrant questions on the Home Language Survey?
36. Can the LEA provide documentation that recruitment referrals are provided to state recruiting offices?



37. Does the LEA receive funding for Migrant services? (If no, skip to 46)
38. Can the LEA verify that Certificates of Eligibility (COE's) are organized and kept in locked cabinets?
39. Is there documentation that exists to ensure blue copies of the COE's are sent to qualifying families, and parents are notified of services?
40. Does the LEA have a process in place to identify the education and/or support needs of migrant children?
41. Does the LEA use data to determine student services and program design?
42. Is there documentation that exists to show the LEA is ensuring that migrant children who (1) are failing, or at risk of failing to meet the State's standards and (2) have an educational interruption during the program period, are given priority for Migrant Education Program (MEP) service?
43. Can the LEA provide documentation that the continuity of instruction and related support services for migrant children particularly through the transfer of records is occurring?
44. Does the LEA maintain records that show project liaisons meet with families to facilitate communication between school, families, and social resource agencies?
45. Does the LEA have documentation that exists that the Parent Advisory Council (PAC) is consulted regarding the planning, design, and implementation of the migrant education program?

Title III/ESOL

46. Can the LEA provide documentation of a home language survey given to all new students entering the district?
47. Can the LEA demonstrate that documentation exists of criteria that determine eligibility for services?
48. Does your district offer Title III/ESOL services to qualified students? (If NA, skip to 56)
49. Can the LEA show documentation that parents have been notified (if practicable, in a language they can understand) of their child's language instruction program, and how their child qualified, within 30 days of the new school year or within two weeks if the child enrolls after the beginning of the school year?
50. Can the LEA show documentation of a procedure to evaluate student progress?
51. Does the LEA have documentation that provides an exit criteria plan for students receiving ESOL services?
52. Does the LEA have documentation on file that indicates the students who have exited the program have met the criteria?
53. Does the LEA have documentation of a procedure to monitor student progress for two years after the student exits the program?
54. Is there documentation that exists to show the district is providing high-quality professional development that is evidence based and designed to improve the instruction of English Learners (ELs)?
55. Is there documentation that exists that confirms ESOL instructional paraprofessionals work under the direct supervision of an ESOL endorsed teacher?

Title IV, Part A

56. Does the LEA reap or transfer ALL Title IV, Part A funds to another funding source? (If yes, skip to 60)



57. Does the LEA have documentation that shows the LEA has expended at least 20% of the funds on well-rounded education, at least 20% of the funding on safe and healthy students, and some funding on supporting technology? (required for districts receiving over \$30,000)
58. Does the LEA have documentation of a needs assessment? (required for districts receiving over \$30,000)
59. Does the LEA have documentation to show that funds are used for evidence-based practices and programs?

At-Risk

60. Does the LEA have documentation that selection criterion for participation in the program has been established?
61. Does the LEA have documentation that shows eligible students are identified for at-risk services?
62. Does the LEA have documentation to show which delivery model(s) and/or services are being used?
63. Does the LEA have documentation to show that funds are being used to provide evidence-based practices and programs?

ESSER

64. Does the LEA review, update, and make the plan for safe return publicly available on their website?
65. Does the LEA engage in meaningful consultation with stakeholders?
66. Does the LEA calculate the impacts of COVID-19 on the district and its Pre-K through 12th students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students).
67. Are the interventions allocated to the 20% set-aside/reserve for learning loss evidence-based?
68. Does the LEA use academic measures to evaluate the impact of ESSER funded activities?
69. Has the LEA made progress toward expected student, staff, and administrative outcomes with the use of ESSER funds?
70. Are ESSER funds only used on the allowable activities?
71. Does the LEA assess if non-public schools are in the catchment area and if so, does meaningful consult occur and equitable services provided?

Demographics

72. Has the information been reviewed in its entirety? Please enter name and title of the person completing this review.