



Title I, Part A Program Review 2014 - 2015

**Program Improvement and Family Support Branch
Division of Student, Family, and School Support
Maryland State Department of Education**

REVIEWED by the Title I Committee of Practitioners on January 22, 2015.

SY 2014-2015 TITLE I, Part A PROGRAM REVIEW
 Program Improvement and Family Support Branch—Division of Student, Family, and School Support
 Maryland State Department of Education

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***Note:** Guiding Questions are for discussion only. LEA written responses are not required.*

SANE= Sign-in Sheets, Topic Specific Agenda, Notes, Evaluations
SAN= Sign-in Sheets, Topic Specific Agenda, Notes

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Component I: Highly Qualified (HQ)		
<p>Description: The Local Education Agency (LEA) designs and implements procedures that ensure hiring and retention of qualified teachers and paraprofessionals and ensure that parents are informed of educator credentials as required. § 1111 (h)(6) (1-2), and § 1119 (a) (1-2)(c)(1)</p>		
<p>___ Met ___ Not Met Requirement 1: LEA has a system in place to ensure that all teachers and all schools receiving Title I funds meet statutory requirements.</p>		
Evidence of Implementation	Source	Comments
<input type="checkbox"/> List of teachers and their qualifications for each Title I school including: <ul style="list-style-type: none"> • Number and percentage of teachers who have met highly qualified in Title I schools for the 2014-2015 school year. • Number and percentage of teachers working toward becoming highly qualified in Title I schools for the 2014-2015 school year. <input type="checkbox"/> Written process to ensure that teachers are placed in assignments that will allow them to maintain their highly qualified status for the 2014-2015 school year.	<input type="checkbox"/> Human Resources List <input type="checkbox"/> Master Plan and Attachment 7 <input type="checkbox"/> Title I Office Records	
<p>___ Met ___ Not Met Requirement 2: Each LEA, at a minimum, shall require that the principal of each Title I school operating a Schoolwide Program or Targeted Assistance School attest annually, in writing, as to whether of such school is in compliance with HQ requirements. (on or before December 1 each year)</p> <p style="text-align: center;">Verification of Compliance</p> <p>Copies of the Attestations shall be maintained at each Title I school and the main office Copies of the Attestations must be available to any member of the general public upon request.</p>		
Evidence of Implementation	Source	Comments
<input type="checkbox"/> Copies of 2014-2015 Attestations with dates and signatures for each Title I school.	<input type="checkbox"/> School Records <input type="checkbox"/> Title I Office Records	

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Component I: Highly Qualified (HQ)		
<input type="checkbox"/> Met <input type="checkbox"/> Not Met	Requirement 3: LEA has a system in place to ensure that all instructional paraprofessionals in Title I Schoolwide Schools and Title I funded paraprofessionals in Targeted Assistance Schools meet statutory requirements in terms of credentials and assigned duties.	
Evidence of Implementation	Source	Comments
<p>Credentials</p> <input type="checkbox"/> Verifying qualified status: AA degree or higher, and/or PRAXIS. <input type="checkbox"/> List of paraprofessionals and their qualifications. <input type="checkbox"/> Number of paraprofessionals who have met qualified status. <p>Assigned Duties</p> <input type="checkbox"/> Samples of guidance, memoranda, training materials and/or agenda of meetings for principals and teachers in Title I schools regarding the duties and assignment of paraprofessionals in Title I schools for the 2014-2015 school year.	<input type="checkbox"/> Master Plan Attachment 7 <input type="checkbox"/> Human Resources <input type="checkbox"/> Title I Office Records	
<input type="checkbox"/> Met <input type="checkbox"/> Not Met	Requirement 4: Parents are notified annually that they may request information regarding professional qualifications of their child's teacher, and of paraprofessionals who provide instructional services to their children.	
Evidence of Implementation	Source	Comments
<input type="checkbox"/> Multiple dated communications which may include letters; newsletters; and school calendars in Title I schools for the 2014-2015 school year.	<input type="checkbox"/> Master Plan Attachment 7 <input type="checkbox"/> Human Resources Records <input type="checkbox"/> Title I Office Records <input type="checkbox"/> Website	

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Component I: Highly Qualified (HQ)		
<input type="checkbox"/> Met <input type="checkbox"/> Not Met	Requirement 5: Parents are notified if their child is assigned to or being taught for four or more consecutive weeks by a teacher who is not highly qualified in a core academic subject.	
Evidence of Implementation	Source	Comments
<input type="checkbox"/> Written Process in place to notify parents (who, what, and when) for the 2014-2015 school year. <input type="checkbox"/> Documentation maintained by HR which must include: <ul style="list-style-type: none"> • <u>Letter</u> (A copy that was sent to parents) and • One of the following: <u>student rosters</u> or <u>mailing labels</u> indicating which families were sent the letters. 	<input type="checkbox"/> Master Plan Attachment 7 <input type="checkbox"/> Human Resources, Title I, and/or other related offices	
<p>Guiding Questions: LEA Monitoring of the <u>Highly Qualified</u> (HQ) requirements:</p> <ol style="list-style-type: none"> 1. How does the LEA monitor to ensure that, in schoolwide schools, all teachers are highly qualified and all paraprofessionals are qualified? How does the LEA ensure that, in Targeted Assistance Schools, all Title I funded teachers are highly qualified, and all Title I funded paraprofessionals are qualified? 2. How does the LEA (Human Resources, Title I Office, and Title I School) monitor teachers who are in danger of losing their HQ status and inform LEA teachers about the consequences of not maintaining HQ status? 3. How does the LEA ensure that, in schoolwide programs, all instructional paraprofessionals, and, in targeted assistance schools, all Title I funded instructional paraprofessionals work under the direct supervision of and in close and frequent proximity with a highly qualified teacher? What direction has been given to principals and teachers regarding this requirement? 4. How does the LEA ensure Title I schools are not using their instructional paraprofessionals as classroom substitutes? How does the LEA ensure that Title I teachers in targeted assistance schools are not being used as classroom substitutes? 		

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Component II: Parent Involvement		
<p>Note: Prior to the LEA Program Review Onsite Visit, MSDE specialist will review the school level parent involvement plan and school-parent compact of the randomly selected schools.</p>		
<p><u>District Level Parent Involvement Policy/Plan</u></p>		
<p>Description: The Local School System (LEA) designs and implements procedures that ensure schools meet parental involvement requirements. LEA Written Policy – Each LEA shall develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy that is incorporated into the LEA plan and describes how the LEA will carry out requirements A – F. § 1118(2)</p>		
<p>___ Met ___ Not Met</p>	<p>Requirement:</p> <ol style="list-style-type: none"> 1. <input type="checkbox"/> The District Level Policy/Plan is jointly developed and distributed to parents of participating Title I students. 2. <input type="checkbox"/> Assists all Title I schools in their planning and implementation of effective parent involvement activities to improve student achievement and school performance. 3. <input type="checkbox"/> Involves parents in activities of Title I schools. 4. <input type="checkbox"/> Conducts an annual evaluation of the content and effectiveness of the district plan/policy. 5. <input type="checkbox"/> Builds the school and parent capacity for strong parental involvement. (see Building Capacity Requirements at the end of this component) 	
Evidence of Implementation	Source	Comments
<input type="checkbox"/> Agendas <input type="checkbox"/> Sign-in Sheets <input type="checkbox"/> Notes of Meetings <input type="checkbox"/> Announcements/Fliers <input type="checkbox"/> Parents Feedback <input type="checkbox"/> Copy/Summary of Evaluation	<input type="checkbox"/> Title I Office Records	

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Component II: Parent Involvement		
<u>School Level - Parent Involvement Plan</u>		
<p>Description: LEA ensures that all Title I Schools have a school level parent involvement plan that meets statutory requirements: (b) School Parent Involvement Policy – Each school served under this part shall jointly develop with, and distribute to, parents of participating children a written parent involvement policy, agreed on by such parents, that describes the means for carrying out the requirements of subsections (c) through (f).</p>		
<p style="text-align: center;">___ Met ___ Not Met</p>	<p>Requirement:</p> <ol style="list-style-type: none"> 6. <input type="checkbox"/> Parent Involvement plan is jointly developed and distributed to parents of participation Title I students. 7. <input type="checkbox"/> Schools convene parent meetings at least annually to inform parents of the school's role in implementing Title I and rights of parents to be involved. 8. <input type="checkbox"/> Parents are involved in program planning, including the planning, review, and improvement of the school parental involvement plan and the schoolwide plan. 9. <input type="checkbox"/> Parents with limited English proficiency, parents with disabilities, and parents of migratory children have full opportunities for their participation in school activities, and information is shared in a format parents understand. 10. <input type="checkbox"/> Builds the school and parent capacity for strong parental involvement (see Building Capacity Requirements at the end of this component.) 	
Evidence of Implementation	Source	Comments
<input type="checkbox"/> Agendas <input type="checkbox"/> Sign-in Sheets <input type="checkbox"/> Notes of Meetings <input type="checkbox"/> Announcements/Fliers <input type="checkbox"/> Parent Feedback <input type="checkbox"/> Translated documents/announcements/fliers <input type="checkbox"/> Receipts for accommodations/interpreters	<input type="checkbox"/> Title I Office Records <input type="checkbox"/> Title I School Records	

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Component II: Parent Involvement		
<u>School-Parent Compact</u>		
<p>Description: Each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students, will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. §1118(d)</p>		
<p>___ Met ___ Not Met Requirement:</p>		
<p>11. <input type="checkbox"/> Parents from Title I schools are involved in the joint development of the School-Parent Compacts.</p> <p>12. <input type="checkbox"/> School-Parent Compact addresses the following:</p> <ul style="list-style-type: none"> a. High quality curriculum and instruction b. Parent-teacher conferences c. Communication/frequent progress reports d. Accessibility e. Opportunities to be involved/volunteer 		
Evidence of Implementation	Source	Comments
<input type="checkbox"/> Agendas <input type="checkbox"/> Sign-in Sheets <input type="checkbox"/> Notes of Meetings <input type="checkbox"/> Announcements/Fliers	<input type="checkbox"/> Title I Office Records <input type="checkbox"/> Title I School Records	
<u>Input into Title I Parental Involvement Funds</u>		
<p>Description: § 1118(3)(B) Parents of children receiving services under this part shall be involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities.</p>		
<p>___ Met ___ Not Met Requirement:</p>		
<p>13. <input type="checkbox"/> LEA ensures that Title I parents are involved in how funds are allocated at the district level.</p> <p>14. <input type="checkbox"/> LEA ensures that Title I parents are involved in how funds are allocated at the school level.</p>		

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Component II: Parent Involvement		
Evidence of Implementation	Source	Comments
<input type="checkbox"/> Agendas <input type="checkbox"/> Sign-in Sheets <input type="checkbox"/> Notes of Meetings <input type="checkbox"/> Announcements/Fliers	<input type="checkbox"/> Title I Office Records <input type="checkbox"/> Title I School Records	
<p>Reference for: <i>Building Capacity (BC) Requirements:</i></p> <p>BC1. <input type="checkbox"/> <i>Provides assistance to parents in understanding the State's academic content standards and student academic achievement standards, State and local academic assessments, and the requirements of Title I.</i></p> <p>BC2. <input type="checkbox"/> <i>Provide materials and training to help parents work with their children to improve achievement, such as literacy and technology training.</i></p> <p>BC3. <input type="checkbox"/> <i>Educate instructional staff, with parental assistance how to reach out to and communicate with and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and school.</i></p> <p>BC4. <input type="checkbox"/> <i>Coordinate and integrate parent involvement programs and activities with other programs (Head Start, Parents as Teachers, HIPPIY, and public preschool) that encourage and support parents in more fully participating in the education of their children.</i></p> <p>BC5. <input type="checkbox"/> <i>Send information related to school and parent programs to parents in a format and language the parents could understand.</i></p> <p>BC6. <input type="checkbox"/> <i>Provide other reasonable support for parental involvement activities under this section as parents may request.</i></p>		
<p>Guiding Questions: LEA Monitoring of the <u>Parent Involvement</u> requirements:</p> <ol style="list-style-type: none"> 1. How does the LEA monitor and provide technical assistance to school on: <ol style="list-style-type: none"> a. School Level Parent Involvement Plan; b. Parent involvement programs and activities; c. School-Parent Compact; and d. Spending of the 95% of the 1% parent involvement fund 2. How does the LEA use the MSDE "Parent Involvement Checklist" for the District Level Policy, School Level Plan, and the School-Parent Compact? 		

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Component III: Schoolwide Programs

Note: Prior to the LEA Program Review Onsite Visit, MSDE specialists will review a randomly selected number of Title I Schoolwide Plans. All specialists will check for the school plan's compliance in addressing each of the 10 schoolwide components.

Description: The LEA ensures that schools develop schoolwide programs that use the flexibility provided to them by law to improve the academic achievement of all students in the school. § 1114

___ **Met** ___ **Not Met** **Requirement:**

1. Schoolwide program plans include the ten required components.
 - Component 1:** Comprehensive needs assessment
 - Component 2:** Schoolwide reform strategies
 - Component 3:** Instruction by highly qualified staff
 - Component 4:** High quality ongoing professional development for teachers, principals and paraprofessionals that are aligned to Maryland's Professional Development Standards.
 - Component 5:** Strategies to attract high quality/highly qualified teachers to high need schools
 - Component 6:** Strategies to increase parental involvement
 - Component 7:** Transitioning preschool children *(May include transitioning to Middle and High School when applicable)*
 - Component 8:** Measures to include teachers in decisions regarding use of academic assessments in order to provide information on and to improve the achievement of individual students and the overall instructional
 - Component 9:** Activities to ensure that students having difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance
 - Component 10:** Coordinated budget- Coordination and integration of Federal, State, and Local services and programs.

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Component III: Schoolwide Programs		
<p>2. <input type="checkbox"/> Schoolwide plans are reviewed and evaluated annually by the LEA, and revised accordingly by the schools. LEA provides support to schools in revising, reviewing and implementation of the Plan as necessary.</p>		
Evidence of Implementation	Source	Comments
<ul style="list-style-type: none"> <input type="checkbox"/> List of Schoolwide Schools <input type="checkbox"/> Copies of Schoolwide Plan <input type="checkbox"/> Process for parent comments if not satisfied with schoolwide plan (copy of comments if applicable). <input type="checkbox"/> Plan available to LEA, parents, public and in an understandable and uniform format. <input type="checkbox"/> Written Process for annual review of schoolwide plan for 10 components <input type="checkbox"/> Documentation of LEA technical assistance. For example: meetings, trainings, guidance, varied communications etc. <input type="checkbox"/> SAN Documents for School Improvement Team (SIT) meetings 	<ul style="list-style-type: none"> <input type="checkbox"/> Title I Office <input type="checkbox"/> Schoolwide Plans <input type="checkbox"/> School web site, newsletters, handbook, school office, etc. 	
<p>Guiding Questions: LEA Monitoring of <u>Schoolwide Program</u> requirements:</p> <ol style="list-style-type: none"> 1. How does the Title I Office monitor the implementation and effectiveness of the 10 components of the schoolwide plan throughout the school year? 2. What assistance does the LEA provide to schools for improving the ongoing quality of their schoolwide programs? 3. How does the LEA ensure that schools annually review and revise their schoolwide plans with parents and representatives of the school community? 4. How does the LEA and schools use student achievement and other school-level data to make decisions about the implementation of the schoolwide plan, including decisions about instructional changes, professional development, and the consolidation and use of Title I funds with other Federal, State, and Local funds to support the schoolwide program plan? 		

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Component IV: Targeted Assistance Programs		
<p>Description: The LEA ensures that schools moving from <i>Targeted Assistance to Schoolwide Programs</i> complete a year-long planning process. § 1114</p>		
<p>___ Met ___ Not Met Requirement:</p> <ol style="list-style-type: none"> 1. <input type="checkbox"/> ONLY for Targeted Assistance Schools who are planning to become a Schoolwide Program next school year. This requirement is a year-long planning process to become a Title I school implementing a schoolwide program. 2. <input type="checkbox"/> Initial entrance into schoolwide program--LEA provides year-long guidance, technical assistance and support to school developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of a schoolwide program and requirements. 		
Evidence of Implementation	Source	Comments
<input type="checkbox"/> Notification Letter to MSDE Title I Director for schoolwide planning process. <input type="checkbox"/> SAN Documents to include the following evidence of planning and technical assistance: <ul style="list-style-type: none"> • Initial planning meeting agenda and list of participants; • Whole-school orientation including agenda and signed roster of participants; • Planning team roster and calendar of meetings (Planning team must consist of school staff, district staff, community leaders, and parents.) • Plan approval process. 	<input type="checkbox"/> Attachment 7, Targeted Assistance Section, Question 8	
<p>Note: Prior to the LEA Program Review Onsite Visit, MSDE Specialists will randomly select Targeted Assistance Title I school(s). MSDE Specialist will review the school plan(s) for the delivery of Title I services in preparation for the Program Review.</p>		

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Component IV: Targeted Assistance Programs		
<p>Description: <i>Eligible Children are identified</i> by the school as failing, or at risk of failing, to meet the State's challenging student academic achievement standards on the basis of multiple, educationally related, objective criteria §1115(b)(1). Children who are economically disadvantaged, children with disabilities, migrant children or limited English proficient children, as well as homeless children, and neglected or delinquent children are eligible for services under this part on the same basis as other children selected to receive services §1115(b)(2).</p>		
<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met Requirement:</p> <p style="margin-left: 40px;">3. <input type="checkbox"/> Children in grades 3-12 are identified on the basis of multiple, educationally related, objective criteria established by the LEA and supplemented by the school.</p> <p style="margin-left: 40px;">4. <input type="checkbox"/> Children from preschool through grade 2 shall be identified solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures.</p>		
Evidence of Implementation	Source	Comments
<ul style="list-style-type: none"> <input type="checkbox"/> Multiple selection criteria (by school) <input type="checkbox"/> Description of how students are ranked by school. <input type="checkbox"/> Master list of all students ranked showing only most needy students served by school. <input type="checkbox"/> Documentation that the LEA/school complies with Title I teacher/para ratios prescribed by MSDE (1:8). <input type="checkbox"/> School schedules of Title I teachers of TA students and subject teachers delivering core instructional programs. <input type="checkbox"/> Exit criteria for Title I students by school. 	<ul style="list-style-type: none"> <input type="checkbox"/> Attachment 7 <input type="checkbox"/> Title I District Office Records <input type="checkbox"/> Title I TA School Records 	
<p>Description: Components of a Targeted Assistance School Program §1115(c)</p>		
<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met Requirement:</p> <p style="margin-left: 40px;">5. <input type="checkbox"/> Use such program's resources under this part to help participating children meet Maryland's challenging student academic achievement standards expected for all children.</p>		

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Component IV: Targeted Assistance Programs		
Evidence of Implementation	Source	Comments
<input type="checkbox"/> School Plan <input type="checkbox"/> School Selection criteria process/ multiple selection criteria <input type="checkbox"/> School student roster matched with assigned school Title I teacher. <input type="checkbox"/> Evidence of LEA monitoring	<input type="checkbox"/> Attachment 7 TA Section <input type="checkbox"/> School Plan <input type="checkbox"/> TA school based election criteria, ranking system, and achievement data (State assessments, district benchmarks, etc.) <input type="checkbox"/> LEA Monitoring of TA Schools' Records	
Description: <i>Components of a Targeted Assistance School Program §1115(c)(1)(B)</i>		
<p>___ Met ___ Not Met Requirement:</p> <p style="text-align: center;">6. <input type="checkbox"/> The school incorporates plans for students served into existing school planning.</p>		
Evidence of Implementation	Source	Comments
<input type="checkbox"/> Description of how services will be delivered to targeted assistance students at each school. <input type="checkbox"/> Description of how the services are coordinated with the regular classroom teacher.	<input type="checkbox"/> School Improvement Plan <input type="checkbox"/> School level teacher/ student schedules	
Description: <i>Components of a Targeted Assistance School Program §1115(c)(1)(C)</i>		
<p>___ Met ___ Not Met Requirement:</p> <p style="text-align: center;">7. <input type="checkbox"/> Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:</p> <ul style="list-style-type: none"> • Give primary consideration to providing extended learning time, such as an extended school year, before and after-school, and summer programs and opportunities. • Help provide an accelerated, high quality curriculum, including applied learning. • Minimize removing children from the regular classroom during regular school hours for instruction provided by the targeted assistance program. 		

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Component IV: Targeted Assistance Programs		
Evidence of Implementation	Source	Comments
<input type="checkbox"/> School Plan related to areas of student deficiency tied to the Core Academic Programs and the Supplemental TA Instructional Program. <input type="checkbox"/> School TA Service Delivery Model <input type="checkbox"/> School master schedule to include Title I student schedule, Title I Teachers/Para's schedules, regular teacher schedules, and lists of students.	<input type="checkbox"/> TA School Master Schedules <input type="checkbox"/> Staff planning and meeting notes <input type="checkbox"/> Title I Office monitoring records of TA schools <input type="checkbox"/> School Plan	
Description: <i>Components of a Targeted Assistance School Program §1115(c)(1)(D)</i> <input type="checkbox"/> Met <input type="checkbox"/> Not Met Requirement: 8. <input type="checkbox"/> Coordinate with and support the regular education program which may include services to assist preschool children in the transition from early childhood programs (Head Start) to elementary school programs.		
Evidence of Implementation	Source	Comments
<input type="checkbox"/> SIT Plans that address transitional services <input type="checkbox"/> SAN <input type="checkbox"/> Timelines	<input type="checkbox"/> School Improvement Plans <input type="checkbox"/> Title I Office Records	
Description: <i>Components of a Targeted Assistance School Program (Highly Qualified Staff) §1115(c)(1)(E)</i> <input type="checkbox"/> Met <input type="checkbox"/> Not Met Requirement: 9. <input type="checkbox"/> Provide instruction by highly qualified teachers.		
Evidence of Implementation	Source	Comments
<input type="checkbox"/> Staff List of TA Teachers	<input type="checkbox"/> Human Resources List <input type="checkbox"/> Master Plan Attachment 7 <input type="checkbox"/> Title I Office Records	

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Component IV: Targeted Assistance Programs		
Description: Integration of Professional Development §1115(c)(1)(F)		
<p>___ Met ___ Not Met Requirement:</p> <p style="text-align: center;">10. <input type="checkbox"/> Professional development, provided to teachers is focused on meeting the needs of the Title I participants and is not general in nature</p>		
Evidence of Implementation	Source	Comments
<input type="checkbox"/> PD directly relates to identified needs of Title I students and builds the teacher capacity to meet those needs. <input type="checkbox"/> SANE documents <input type="checkbox"/> PD Plans <input type="checkbox"/> Duty Schedules	<input type="checkbox"/> School plan that includes school's PD calendar <input type="checkbox"/> Master Schedules of each school <input type="checkbox"/> Title I Office Records	
Description: Components of a Targeted Assistance School Program (Parental Involvement) §1115(c)(1)(G) §1118		
<p>___ Met ___ Not Met Requirement:</p> <p style="text-align: center;">11. <input type="checkbox"/> The school implements strategies to increase parental involvement (parents of students participating in the program are involved in school activities to enable them to make decisions about their child's education).</p>		
Evidence of Implementation	Source	Comments
<input type="checkbox"/> Parent Involvement Plan <input type="checkbox"/> Parent Compacts <input type="checkbox"/> Parent Notifications/Newsletters <input type="checkbox"/> SANE <input type="checkbox"/> Communication for non-English speakers	<input type="checkbox"/> School Plan <input type="checkbox"/> Website <input type="checkbox"/> Title I Office	

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Component IV: Targeted Assistance Programs		
Description: Components of a Targeted Assistance School Program (Coordinate and integrate Federal, State and Local funds) §1115(c)(H)		
<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met Requirement:</p> <p style="text-align: center;">12. <input type="checkbox"/> Integrate Federal, State, and Local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.</p>		
Evidence of Implementation	Source	Comments
<input type="checkbox"/> Description of programs <input type="checkbox"/> Rosters <input type="checkbox"/> SAN documents <input type="checkbox"/> Invitations <input type="checkbox"/> Notices, flyers	<input type="checkbox"/> School Plans <input type="checkbox"/> Title I Office Records	
Description: <i>Components</i> of a Targeted Assistance School Program §1115(c)(2)(B)		
<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met Requirement:</p> <p style="text-align: center;">13. <input type="checkbox"/> Review on an ongoing basis, the progress of participating children and revising the targeted assistance program, if necessary, to provide additional assistance.</p>		
Evidence of Implementation	Source	Comments
<input type="checkbox"/> Schedule of service delivery to identified Title I students. <input type="checkbox"/> LEA Schedules with dates for regular review for each Title I TA School. <input type="checkbox"/> Criteria for entering the TA program in each school. <input type="checkbox"/> Criteria for exiting the TA program in each school. <input type="checkbox"/> Lists of students, master schedules and Title I teacher assigned to each student.	<input type="checkbox"/> LEA Monitoring Plan <input type="checkbox"/> School Monitoring Plan of Title I students <input type="checkbox"/> Title I Office Records <input type="checkbox"/> TA School Master Schedule	

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Component IV: Targeted Assistance Programs

Student progress monitoring

Guiding Questions: LEA Monitoring of Targeted Assistance requirements:

1. How will the Title I Office verify that each School Plan includes and addresses the required elements of Targeted Assistance Programs?
2. How will the Title I Office monitor the implementation of the Targeted Assistance Programs in each school? (staffing, student eligibility, professional development, parent involvement)
3. How does the Title I Office ensure that principals do not require Title I teachers and paraprofessionals to substitute in regular classrooms when there is a need?
4. How does the Title I office ensure that the TA program supplements (not supplants) in terms of fiscal and programmatic requirements?
5. How does the Title I Office ensure TA principals understand all TA requirements?
6. How does the Title I Office maintain copies of LEA guidance or communications to schools and parents about targeted assistance program requirements?
7. How does the Title I Office and Title I TA schools maintain samples of training materials, agenda, or schedules of local or school-specific professional development to help schools to build their capacity to plan and implement targeted assistance programs?
8. How does the Title I Office ensure that all Title I funded equipment and materials are only used by Title I teachers/paraprofessionals and Title I students?
9. How do the LEA and TA schools use student achievement and other school-level data to make decisions about the implementation of the targeted assistance plan, including decisions about effective instructional methods and strategies, professional development, and coordination with the regular education programs?

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Component V: Equitable Services to Private Schools		
<u>CONSULTATION</u>		
Description: The LEA conducts timely, meaningful, and ongoing consultation with private school officials during the design, development, and implementation of the Title I program. §1120(b)(2) §200.63(b)		
<input type="checkbox"/> Met <input type="checkbox"/> Not Met	Requirement:	
	1. The LEA has conducted timely, meaningful consultation with appropriate private school officials on <u>all required</u> topics to ensure services will start at the beginning of the school year.	
<i>Evidence of Implementation</i>	<i>Source</i>	<i>Comments</i>
<input type="checkbox"/> Topic Specific Agendas <input type="checkbox"/> Sign-in Sheets <input type="checkbox"/> Notes of Meetings <input type="checkbox"/> Emails <input type="checkbox"/> Notes from Phone Calls <input type="checkbox"/> Timeline for Ongoing Consultation <input type="checkbox"/> Copies of letters/emails to MSDE approved list of private schools and approved church exempt schools	<input type="checkbox"/> Title I Office Records	
<u>ALLOCATION OF FUNDS</u>		
Description: The LEA calculates the number of private school children who reside in Title I attendance areas and are from low-income families §1120(c) §200.64		
<input type="checkbox"/> Met <input type="checkbox"/> Not Met	Requirement:	
	2. The LEA has calculated the number of private school children who live in Title I attendance areas and are from low-income families using:	
	<input type="checkbox"/> <i>FARMS</i> ; <input type="checkbox"/> <i>Survey</i> ; or <input type="checkbox"/> <i>Proportionality</i>	

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Program Improvement and Family Support Branch—Division of Student, Family, and School Support
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Component V: Equitable Services to Private Schools		
Evidence of Implementation	Source	Comments
<input type="checkbox"/> List of addresses for low-income children generating funds provided by private school officials (this may be from surveys or actual FARMs or other data). <input type="checkbox"/> If applicable, the LEA's calculation using proportionality or extrapolation.	<input type="checkbox"/> Title I Office Records	
<u>SELECTION OF STUDENTS</u>		
Description: The LEA selects students who reside in a Title I participating attendance area and meet multiple selection criteria. §200.62(b)(1) §1115(b)		
___ Met ___ Not Met Requirement: 3. Participating private school children reside in a participating public school attendance area and meet multiple academic criteria established by the LEA in consultation with private school officials.		
Evidence of Implementation	Source	Comments
<input type="checkbox"/> List of participating private school children, multiple selection criteria used to select for services <input type="checkbox"/> List of participating children by addresses <input type="checkbox"/> Written multiple academic criteria	<input type="checkbox"/> Title I Office Records	
<u>INSTRUCTIONAL SERVICES</u>		
Description: The LEA meets the supplement not supplant requirements in the provision of Title I services to eligible children attending private schools. § 1120A(b)		
___ Met ___ Not Met Requirement: 4. The Title I services provided to participating private school children are supplemental.		
Evidence of Implementation	Source	Comments
<input type="checkbox"/> Schedules of Title I staff <input type="checkbox"/> LEA monitoring procedures and/or reports	<input type="checkbox"/> Title I Office Records <input type="checkbox"/> Financial Records	

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Component V: Equitable Services to Private Schools		
<input type="checkbox"/> Records of expenditures		
Description: Purchase of Equipment and Materials OMB Circular A-87 (C)(1)(a) and (C)(2)		
<p>Met Not Met Requirement:</p> <p style="text-align: center;">5. All materials and equipment purchased by Title I are necessary in order to provide the Title I services.</p>		
Evidence of Implementation	Source	Comments
<input type="checkbox"/> List of materials and equipment purchased <input type="checkbox"/> LEA procedures for approving the purchase of materials and equipment	<input type="checkbox"/> Title I Office Records <input type="checkbox"/> Financial Records	
Description: The LEA provides Title I services to eligible children attending private schools either directly or through arrangements with another LEA or a third-party provider. § 1120 and §200.64		
<p>Met Not Met Requirement:</p> <p style="text-align: center;">6. The provider of Title I services is either an employee of the LEA or an employee of a third party under contract with the LEA.</p>		
Evidence of Implementation	Source	Comments
<input type="checkbox"/> Payroll list(s) <input type="checkbox"/> Copies of contracts with individuals under contract with the LEA (hourly employees) <input type="checkbox"/> Documentation that the LEA has transferred Title I funds to another LEA <input type="checkbox"/> Copies of contracts with third party provider(s)	<input type="checkbox"/> Title I Office Records <input type="checkbox"/> Human Resource Office Records <input type="checkbox"/> Financial Records	

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Program Improvement and Family Support Branch—Division of Student, Family, and School Support Maryland State Department of Education

Component V: Equitable Services to Private Schools		
Description: The LEA designs and implements procedures that ensure hiring and retention of qualified teachers and paraprofessionals § 1119(a)		
<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met Requirement:</p> <p style="margin-left: 40px;">7. The LEA has a system in place to ensure that its teachers and paraprofessionals who provide Title I services to children in private schools meet statutory requirements for “highly qualified and qualified” as applicable.</p>		
Evidence of Implementation	Source	Comments
<input type="checkbox"/> List of teachers and paraprofessionals and their qualifications (May not apply to LEAs that use a third party provider, unless the LEA has required teachers and paraprofessionals employed by the contractor to meet “highly qualified” or qualified requirements.)	<input type="checkbox"/> Human Resources List <input type="checkbox"/> Title I Office Records	
Description: Paraprofessionals providing instructional support must work under the direct supervision of a “highly qualified” public school teacher. § 1119(g)(2)(G)		
<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met Requirement:</p> <p style="margin-left: 40px;">8. Paraprofessionals providing instructional support to participating private school children work under the direct supervision of a highly qualified public school teacher.</p>		
Evidence of Implementation	Source	Comments
<input type="checkbox"/> Samples of lesson plans that the public school teacher has prepared for the paraprofessional <input type="checkbox"/> List of paraprofessionals <input type="checkbox"/> Schedules of paraprofessionals	<input type="checkbox"/> Title I Office Records	

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Program Improvement and Family Support Branch—Division of Student, Family, and School Support Maryland State Department of Education

Component V: Equitable Services to Private Schools		
Description: The LEA provides, as applicable, Title I services to eligible private school children who live within the attendance area of a "skipped school." §1113(b)(2)		
<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met Requirement:</p> <p style="margin-left: 40px;">9. The LEA provides Title I services to eligible private school children who would have attended "skipped schools." (Only applies to regular education schools)</p>		
Evidence of Implementation	Source	Comments
<input type="checkbox"/> List of participating students who would have attended "skipped schools" by addresses and public school attendance area.	<input type="checkbox"/> Title I Office Records	
<u>PROFESSIONAL DEVELOPMENT – PRIVATE SCHOOL CLASSROOM TEACHERS (IF APPLICABLE)</u>		
Description: The LEA ensures that Title I funds do not benefit a private school. §200.66		
<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met Requirement:</p> <p style="margin-left: 40px;">10. The LEA has ensured that professional development provided to private school classroom teachers is focused on meeting the needs of the Title I participants and is not general in nature.</p>		
Evidence of Implementation	Source	Comments
<input type="checkbox"/> List of professional development activities provided or scheduled to be provided to the classroom teachers of private school participants. <input type="checkbox"/> Agendas	<input type="checkbox"/> Title I Office Records	
Description: The LEA ensures that funds generated for professional development are used only for the private school classroom teachers and not for Title I funded staff. §200.65		
<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met Requirement:</p> <p style="margin-left: 40px;">11. The LEA has used funds generated for professional development for professional development activities only for the private school classroom teachers.</p>		

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Program Improvement and Family Support Branch—Division of Student, Family, and School Support
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Component V: Equitable Services to Private Schools		
Evidence of Implementation	Source	Comments
<input type="checkbox"/> Sign in sheets <input type="checkbox"/> Agendas <input type="checkbox"/> Record of expenditures	<input type="checkbox"/> Title I Office Records <input type="checkbox"/> Financial Records	
<u>PARENT INVOLVEMENT</u>		
Description: The LEA ensures that funds generated for parent involvement activities are used only for parents/families of participating private school children. §200.65 §200.66		
___ Met ___ Not Met Requirement: 12. The LEA has used funds generated for parent involvement for parent involvement activities only for the parents of participating private school children.		
Evidence of Implementation	Source	Comments
<input type="checkbox"/> Sign in sheets (parent name associated with student name) <input type="checkbox"/> Agendas	<input type="checkbox"/> Title I Office Records	
<u>MAINTAINING CONTROL OF THE PROGRAM</u>		
Description: The LEA maintains control of the program. §1120(d) §200.67 §9306(a)		
___ Met ___ Not Met Requirement: 13. Title I funded materials and equipment remain under the control of Title I at all times.		
Evidence of Implementation	Source	Comments
<input type="checkbox"/> Written process and procedures for ordering and storing of materials and equipment for use in the program provided to private school children. <input type="checkbox"/> Inventory records <input type="checkbox"/> Title I property labels	<input type="checkbox"/> Title I Office Records	

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Program Improvement and Family Support Branch—Division of Student, Family, and School Support
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Component V: Equitable Services to Private Schools		
Description: The LEA maintains control of the program. §1120(d) \$200.67 \$200.66		
<p>___ Met ___ Not Met Requirement: 14. The LEA regularly monitors the Title I program provided by its employees or its contractor(s).</p>		
Evidence of Implementation	Source	Comments
<input type="checkbox"/> Monitoring feedback letters, emails, reports or notes <input type="checkbox"/> Timeline/schedules for monitoring visits <input type="checkbox"/> Written protocol or procedures	<input type="checkbox"/> Title I Office Records	
<u>EVALUATION</u>		
Description: The LEA has determined how Title I services will be academically assessed annually and how the results will be used to improve services. provides § 1120(b)(1)(D)		
<p>___ Met ___ Not Met Requirement: 15. The LEA has determined what assessments will be used to measure the effectiveness of the Title I program and what constitutes progress.</p>		
Evidence of Implementation	Source	Comments
<input type="checkbox"/> Written information and/or communication to private school officials (and contractors if applicable) that indicate what assessments will be used to measure the effectiveness of the Title I program. <input type="checkbox"/> Written information and/or communication to private school officials (and contractors if applicable) indicating the standards/benchmarks that will be used to measure the effectiveness of the Title I program.	<input type="checkbox"/> Title I Office Records	

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Component V: Equitable Services to Private Schools		
<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met Requirement: 16. The LEA has modified the Title I program if expected standards/benchmarks have not been met.</p>		
Evidence of Implementation	Source	Comments
<input type="checkbox"/> Agendas <input type="checkbox"/> Sign-in sheets <input type="checkbox"/> Written communication to private school officials	<input type="checkbox"/> Title I Office Records	
<u>FISCAL</u>		
<p>Description: The LEA maintains records that fully disclose: How Title I funds were used; total cost of the activity for which the funds were used; and other records that will facilitate an effective audit. §443(a) of GEPA §80.36 of EDGAR</p>		
<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met Requirement: 17. The LEA maintains records that fully disclose how Title I funds were used, including the total cost of activities and how they are charged (i.e. instruction, parent involvement, professional development, or administration)</p>		
Evidence of Implementation	Source	Comments
<input type="checkbox"/> Payroll lists for Title I staff providing Title I services to participating private school children. <input type="checkbox"/> Purchase orders, invoices, agendas, sign-in sheets for costs related to parent involvement activities. <input type="checkbox"/> Purchase orders, invoices, agendas, sign-in sheets for costs related to professional development activities for private school classroom teachers. <input type="checkbox"/> Documentation such as: purchase orders, invoices, agendas, sign-in sheets and financial records for costs related to professional development activities for Title I funded staff that show that these costs are charged to administration.	<input type="checkbox"/> Title I Office Records	

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Program Improvement and Family Support Branch—Division of Student, Family, and School Support
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Component V: Equitable Services to Private Schools		
<input type="checkbox"/> LEA written procedures and process		
<p>Met Not Met Requirement: 18. The LEA has a process to account separately for funds that it has received from another LEA in order to provide services for that LEA's eligible private school children.</p>		
Evidence of Implementation	Source	Comments
<input type="checkbox"/> Written information and/or procedures that show how the LEA providing the services is accounting for other LEA's funds separately. <input type="checkbox"/> Financial records	<input type="checkbox"/> Title I Office Records <input type="checkbox"/> Financial Records	
<p>Met Not Met Requirement: 19. The LEA has charged such items as mileage and salaries of staff overseeing the Title I program at the private schools to administration.</p>		
Evidence of Implementation	Source	Comments
<input type="checkbox"/> Copies of expense reports <input type="checkbox"/> Written information and/or procedures	<input type="checkbox"/> Title I Office Records <input type="checkbox"/> Financial Records	
<u>FISCAL CONTRACTS</u>		
<p>Description: The LEA maintains records that fully disclose: How Title I funds were used; total cost of the activity for which the funds were used; and other records that will facilitate an effective audit. §443(a) of GEPA §80.36 of EDGAR</p>		
<p>Met Not Met Requirement: 20. The LEA has required its contractor(s) that provide Title I services to private school children to include all costs related to items such as salaries and benefits of supervisors, support staff, mileage, rent, office equipment, telephone, profit, etc. as administrative costs rather than instructional costs.</p>		

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Component V: Equitable Services to Private Schools		
Evidence of Implementation	Source	Comments
<input type="checkbox"/> Copies of correspondence with contractor(s) <input type="checkbox"/> Written information and/or procedures <input type="checkbox"/> Invoices <input type="checkbox"/> Contract <input type="checkbox"/> Supporting Documentation	<input type="checkbox"/> Title I Office Records <input type="checkbox"/> Financial Records	
<p>___ Met ___ Not Met Requirement: 21. The LEA requires its contractor's invoices to have separate categories for instructional, professional development, parent involvement, and administrative costs.</p>		
Evidence of Implementation	Source	Comments
<input type="checkbox"/> Written information and/or procedures <input type="checkbox"/> Copies of invoices <input type="checkbox"/> Contract	<input type="checkbox"/> Title I Office Records <input type="checkbox"/> Finance Office Records	
<p>___ Met ___ Not Met Requirement: 22. The LEA requires sufficient documentation from the contractor prior to payment of the invoice.</p>		
Evidence of Implementation	Source	Comments
<input type="checkbox"/> Copies of invoices <input type="checkbox"/> Written information and/or procedures <input type="checkbox"/> Supporting documentation	<input type="checkbox"/> Title I Office Records <input type="checkbox"/> Finance Office Records	

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Program Improvement and Family Support Branch—Division of Student, Family, and School Support
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Component V: Equitable Services to Private Schools

Guiding Questions: LEA Monitoring of Private School requirements:

1. How does the Title I Office ensure that it has conducted *timely and meaningful consultation, and has discussed all required topics?*
2. How does the Title I Office determine that only eligible private school children are receiving Title I services?
3. How does the Title I Office ensure that the Title I services are supplemental, and that they are being provided by a highly qualified LEA employee, or through a contractor?
4. How does the LEA assess the Title I program and the achievement of participating students against agreed-upon standards?
5. How does the Title I Office regularly supervise and monitor its Title I program being provided to eligible private school children?
6. How does the Title I Office maintain control of the Title I program, including the Title I funds, materials, equipment and property that support services to private school children?
7. How does the LEA ensure that contracts with third party contractors to provide services to private school children and the administrative costs for the contractor are taken "off the top?"
8. How does the LEA ensure that services to private school children are being implemented at the beginning of the school year?

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Component VI: Comparability		
<p>Description: Comparability of Services requires that LEAs be able to document that the services provided with State and local funds in Title I schools are comparable to those provided in non-Title I schools in the LEA. State and local funds must be used in participating schools to provide services that, taken as a whole, are "at least comparable" to services in schools that do not participate in the Title I program. If a LEA serves all of its schools (<i>or all schools within a grade span</i>) with Title I funds, the LEA must use State and local funds to provide services that are substantially comparable in each Title I school. §1120A (c)(1)(A)</p>		
<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>	<p>Requirement:</p> <ol style="list-style-type: none"> 1. <input type="checkbox"/> Title I Comparability Report comparing Title I schools, including skipped schools, to non-Title I schools is reported to the State Education Agency annually (in Maryland) and due no later than December 1st. 2. <input type="checkbox"/> The LEA has written procedures for compliance with the comparability requirements. 3. <input type="checkbox"/> The LEA maintains records supporting the annual report submitted. 	
Evidence of Implementation	Source	Comments
<ul style="list-style-type: none"> <input type="checkbox"/> Support data housed at the LEA: individual school lists with staff names attached to the positions counted and excluded or funding per pupil not to be below 90% of local and state funds allocated to non-Title I schools. <input type="checkbox"/> Documentation of student count data. <input type="checkbox"/> Documentation maintained supports the report submitted by Dec. 1. <input type="checkbox"/> HR action (LEA using student staff ratio). <input type="checkbox"/> Documentation for any corrective actions. Or the documentation of corrected allocation to schools that received less than 90% (or more than 110% if all schools are Title I). <input type="checkbox"/> District-wide salary schedules. <input type="checkbox"/> Policy ensuring equivalence among schools for personnel/funding. 	<ul style="list-style-type: none"> <input type="checkbox"/> Comparability Report <input type="checkbox"/> Title I Office <input type="checkbox"/> Finance Office <input type="checkbox"/> Human Resources 	

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Component VI: Comparability		
<input type="checkbox"/> Policy ensuring equivalence among schools in the provision of curriculum materials and supplies. <input type="checkbox"/> Records are maintained for 3 years. <input type="checkbox"/> Written procedures to ensure that comparable services are provided. <input type="checkbox"/> Articulated (written) process on the movement of staff during the school year to meet the December 1st deadline, including validation process ensuring staff moved or added are in the schools OR local allocations to schools have been corrected on or before December 1.		
Guiding Questions: LEA Monitoring of <u>Comparability</u> requirements: <ol style="list-style-type: none"> 1. How does the LEA validate the accuracy of the data collected and reported to MSDE in the Comparability Report? 2. How does the LEA (reporting student staff ratio) validate that staff moved and (or) added are in the schools on or before December 1st? 3. How does the LEA validate the local/state funds were adjusted? (Only LEA using funding to test comparability) 		

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Program Improvement and Family Support Branch—Division of Student, Family, and School Support
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Component VII: Fiscal Requirement		
<u>Enhanced Fiscal Monitoring Title I Parent Involvement</u>		
<ol style="list-style-type: none"> 1. As part of MSDE’s 2014-2015 Title I Program Review Monitoring in Maryland LEAs and prior to the actual date of the LEA Title I Program Review that is agreeable between MSDE and LEA, the MSDE Title I Point-of-Contact (POC) will ask the LEA to submit Transaction Level Reports of Expenditures for the following items: <ul style="list-style-type: none"> • Title I District Wide Parent Involvement; • Title I School-Level Parent Involvement (<i>POC will identify schools</i>) 2. Once the POC reviews the Title I Transaction Level Reports of Expenditures, the POC will identify several items from the reports that the LEA will need to provide all the Support/Background Information for the identified expenditure. 3. The POC will review the Support/Background Information provided by the LEA to monitor supplement not supplant; reasonable and necessary; and allowable and allocable to ensure fiscal compliance. 		
Component VII: Fiscal Requirements		
AUDITS		
Description: The SEA ensures that the State and the LEAs are audited annually, if required, and that all corrective actions required through this process are fully implemented. OMB Circular A-87		
___ Met ___ Not Met Requirement:		
1. <input type="checkbox"/> Single audits are conducted annually		
Evidence of Implementation	Source	Comments
<input type="checkbox"/> Copies of single audit reports (2 most recent) and Corrective Action(when applicable) <input type="checkbox"/> LEA response to findings <input type="checkbox"/> MSDE follow-up reviews of findings	<input type="checkbox"/> State single audit reports	
___ Met ___ Not Met Requirement:		
2. <input type="checkbox"/> All Required Corrective Actions from the audit findings are fully implemented.		

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Component VII: Fiscal Requirement		
Evidence of Implementation	Source	Comments
<input type="checkbox"/> Independent auditor's report shows that the LEA has corrected all actions required.	<input type="checkbox"/> State single audit reports	
<u>CARRYOVER</u>		
Description: LEA complies with the Carryover Provisions of Title I § 1127		
<p> <input type="checkbox"/> Met <input type="checkbox"/> Not Met Requirement: </p> <p> 3. <input type="checkbox"/> LEAs with allocations greater than \$50,000 per year have not carried over more than 15% of their allocation from one year to the next unless the SEA has waived the limitation (allowable once every 3 years if the SEA believes the request is reasonable and necessary). Note: MSDE has waived the 3 year requirement for FY13 funds. </p> <p> 4. <input type="checkbox"/> Funds remaining resulting from unspent parent involvement funds must remain in the parent involvement and follow all requirements under § 1118. </p> <p> 5. <input type="checkbox"/> LEA requests a waiver if carryover exceeds 15% </p>		
Evidence of Implementation	Source	Comments
<input type="checkbox"/> LEA Financial Report showing status of carryover indicates that the carryover was redistributed to participating areas and schools in accordance with allocation procedures. <input type="checkbox"/> Funds remaining resulting from school's unspent parent involvement funds are redistributed to Title I schools. (if applicable) <input type="checkbox"/> Waiver intent indicated in Attachment 7 <input type="checkbox"/> Waiver request on file at MSDE	<input type="checkbox"/> Attachment 7 <input type="checkbox"/> Title I Carryover Report with applicable amendments <input type="checkbox"/> LEA Finance Office <input type="checkbox"/> Title I Office <input type="checkbox"/> LEA Transaction Level Reports of Expenditures and Support/ Background Information	

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Component VII: Fiscal Requirement		
<u>RANK ORDER</u>		
<p>Description: The LEA ensures that it complies with the requirements of Title I when allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low income families who reside in an eligible school attendance area. § 1113, 34 CFR Part 200, §200.77-200.78</p>		
<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met Requirement:</p>		
<p style="text-align: center;">6. <input type="checkbox"/> The LEA is only serving eligible schools in rank order and all schools above 75% poverty are served before lower ranking schools. Allocation to each eligible school is based on PPA.</p>		
Evidence of Implementation	Source	Comments
<input type="checkbox"/> School Allocation (Per pupil calculation) reported on the Allocation Worksheet is the amount that has been uploaded and reported on the local finance budget reports. <input type="checkbox"/> Charter Schools are included in the ranking <input type="checkbox"/> Skipped Schools have been approved by MSDE. LEA is providing and can document that skipped schools are receiving supplemental funds from other State or local resources that is at least equal to the PPA of the school that is below them in the rank order. <input type="checkbox"/> Continuing Eligibility schools meet the statutory definition.	<input type="checkbox"/> LEA Financial Reports/uploaded budgets in accounting system <input type="checkbox"/> Master Plan (Tables 4A -B) <input type="checkbox"/> Attachment 7 <input type="checkbox"/> Title I Office <input type="checkbox"/> Skipped Schools Addendum and Worksheet	
<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met Requirement:</p>		
<p style="text-align: center;">7. <input type="checkbox"/> The LEA ensures that new/expanding Charter School(s) received Title I funds within 5 months of opening or expanding if eligible based on rank order.</p>		
Evidence of Implementation	Source	Comments
<input type="checkbox"/> Poverty data <input type="checkbox"/> PPA calculation <input type="checkbox"/> Transfer of funds	<input type="checkbox"/> Master Plan <input type="checkbox"/> Charter School contact person	

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Component VII: Fiscal Requirement		
	<input type="checkbox"/> LEA Finance Office <input type="checkbox"/> Title I Office	
<u>SUPPLEMENT, NOT SUPPLANT</u>		
Description: The LEA shall use Federal funds received under Title I only to supplement the funds that would, in the absence of such Federal funds, be made available from non-Federal sources for the education of pupils participating in programs assisted under this part, and not to supplant such funds. §1120A(b)(1)		
___ Met ___ Not Met Requirement:		
8. <input type="checkbox"/> The LEA ensures that Title I funds are used only to supplement or increase non-federal sources used for the education of participating children and not to supplant funds from non-federal sources. (district and school level)		
Evidence of Implementation	Source	Comments
<input type="checkbox"/> Statement of Allocation and Expenditures. <input type="checkbox"/> Semi-annual certification (district, schoolwide, and targeted assistance). <input type="checkbox"/> Time and effort for split funded staff (district, schoolwide, and targeted assistance) to include: <ul style="list-style-type: none"> <input type="checkbox"/> Job description <input type="checkbox"/> Time and effort reporting <input type="checkbox"/> Personnel Activity Reports (PARs) 	<input type="checkbox"/> LEA Finance Office <input type="checkbox"/> Title I Office <input type="checkbox"/> Written procedures to review Time and Effort <input type="checkbox"/> LEA Internal Controls and Written Procedures <input type="checkbox"/> Expenditure Reports <input type="checkbox"/> LEA Transaction Level Reports of Expenditures and Support/Background Information	

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Component VII: Fiscal Requirement

EQUIPMENT AND RELATED PROPERTY

Description: Equipment shall be used in the program or project for which it was acquired as long as needed, whether or not the project or program continues to be supported by Federal funds. When no longer needed for the original program or project, the equipment may be used in other activities currently or previously supported by a Federal agency. EDGAR 34 CFR 80.32, OMB A-87

___ **Met** ___ **Not Met** **Requirement:**

9. Management requirements. Procedures for managing equipment (including replacement equipment), whether acquired in whole or in part with grant funds, until disposition takes place will, as a minimum, meet the following requirements:
- Property records must be maintained that include a description of the property, a serial number or other identification number, the source of property, who holds title, the acquisition date, and cost of the property, percentage of Federal participation in the cost of the property, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property.
 - A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.
 - A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property.
 - Adequate maintenance procedures must be developed to keep the property in good condition.

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Component VII: Fiscal Requirement		
Evidence of Implementation	Source	Comments
<input type="checkbox"/> Inventory is on file and up to date (All equipment at \$5,000 or LEA capitalization threshold of \$_____ is maintained). <input type="checkbox"/> Procedure for purchase or lease of assets, other than equipment, that are acquired or leased with Title I funds. <input type="checkbox"/> Description of how charges area allocated as appropriate, if equipment is being used for purposes other than Title I. <input type="checkbox"/> Purchased items are coded and identified as Title I property in public and private school facilities. <input type="checkbox"/> LEA Record of "sensitive equipment/material" (technology).	<input type="checkbox"/> LEA Inventory <input type="checkbox"/> Policies and procedures addressing the procurement, recording, custody, use and disposition of Title I equipment <input type="checkbox"/> Annual physical inventory of Title I equipment <input type="checkbox"/> Lease agreements <input type="checkbox"/> Expenditure Reports <input type="checkbox"/> LEA Transaction Level Reports of Expenditures and Support/Background Information	
Phase I Description: Use of Technology Devices – Sub-grantees must adequately safeguard all assets and must ensure that they are used solely for authorized purposes (34 C.F.R. § 80.20) added in SY 2014-2015		
Note: Prior to the LEA Program Review Onsite Visit, MSDE specialist will review the district's technology policy and procedures.		
___ Met ___ Not Met Requirement:	9a. Technology is only used consistent with the LEA's written policies, OMB Cost Principles, the C.F.R., Recovery Act Guidance, and State of Maryland Requirements.	

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Component VII: Fiscal Requirement		
Evidence of Implementation	Source	Comments
<input type="checkbox"/> Copy of acceptable use policy for staff and students stipulating constraints and practices of the user. <input type="checkbox"/> A written procedure to monitor and enforce acceptable use policies. <input type="checkbox"/> Documentation that the LEA has implemented their procedures for monitoring and enforcement of their acceptable use policies. <ul style="list-style-type: none"> • Reports • Schedules/Dates (update security i.e. firewalls, testing school based equipment, technology department installation prior to distribution of equipment) • Staff Training (SANE) • Corrective Actions, if applicable 	<input type="checkbox"/> Technology Department	
COMPLIANCE TO RESERVATIONS: The LEA complies with the requirements regarding the reservation of funds.		
Description: District-wide reservations (Instructional Program and/or Professional Development are not required but are allowable). District-wide initiative is in all Title I schools, all approaching targets schools, priority schools or grade spans in all schools.		
Requirement: 10. If District-wide reservations are taken, the LEA must reserve the equitable share, if applicable, and meet the supplement not supplant, reasonable and necessary and allocable and allowable requirements.		
___ Met ___ Not Met		

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Component VII: Fiscal Requirement		
Evidence of Implementation	Source	Comments
<input type="checkbox"/> Reservations are in the LEA budget. <input type="checkbox"/> Line items can be followed in the budget. <input type="checkbox"/> Expenditures are charged to the line items. <input type="checkbox"/> Professional Development – SANE documentation.	<input type="checkbox"/> Finance Office <input type="checkbox"/> Attachment 7 <input type="checkbox"/> Title I Office <input type="checkbox"/> LEA Transaction Level Reports of Expenditures and Support/Background Information	
<u>PARENT INVOLVEMENT</u>		
Description: At a minimum, a required one percent of the LEA reservation must be reserved for Title I Parent Involvement		
___ Met ___ Not Met Requirement: <div style="text-align: center; margin-top: 10px;"> 11. <input type="checkbox"/> LEA must reserve at a minimum, 1% of its allocation for parental involvement and at least 95% of those funds must be distributed to the schools. </div>		
Evidence of Implementation	Source	Comments
<input type="checkbox"/> Procedures for allocation of 95% to schools. <input type="checkbox"/> 95% allocated to schools <input type="checkbox"/> Documentation that parent involvement allocations have been uploaded for schools at the beginning of the school year. <input type="checkbox"/> School/LEA budgets reflect allocation <input type="checkbox"/> Line items can be followed and traced to each Title I school <input type="checkbox"/> Expenditures are charged to the line item	<input type="checkbox"/> Attachment 7 <input type="checkbox"/> Finance Office <input type="checkbox"/> Title I Office <input type="checkbox"/> Expenditure Reports <input type="checkbox"/> LEA Transaction Level Reports of Expenditures and Support/Background Information	

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<u>ADMINISTRATION</u>		
Description: LEA may reserve funds for the cost of administering Title I Part A program.		
<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met Requirement:</p> <p style="margin-left: 40px;">12. <input type="checkbox"/> Funds reserved for Administration can only be used to administer the Title I Part A program in public and private schools. Indirect cost if charged to the grant is an administrative cost.</p>		
Evidence of Implementation	Source	Comments
<input type="checkbox"/> Administration of Title I. <input type="checkbox"/> Administration of Title I Private school services. <input type="checkbox"/> Indirect costs at the approved yearly rate. <input type="checkbox"/> Travel, Office Supplies, and technology for Title I Administrative Office/Personnel.	<input type="checkbox"/> Attachment 7 <input type="checkbox"/> Finance Office <input type="checkbox"/> Title I Office <input type="checkbox"/> Expenditure Reports <input type="checkbox"/> LEA Transaction Level Reports of Expenditures and Support/Background Information.	
<u>PRIORITY SCHOOLS (Baltimore City and Prince George’s County Only)</u>		
Description: Support for Title I Priority Schools (20% Title I Allocation)		
<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met Requirement:</p> <p style="margin-left: 40px;">13. <input type="checkbox"/> MSDE expects the LEA to use funds from this reservation, up to 20% of its total allocation to provide between \$50,000 and \$2 million per school per year to implement a SIG intervention model or the seven ESEA Flexibility Turnaround Principles to sufficiently address the needs of its priority schools and students. [ESEA Flexibility Plan: Principle 2.D.iii]</p>		

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Evidence of Implementation	Source	Comments
<input type="checkbox"/> Items are aligned with approved Priority Schools Template or SIG Model and Attachment 7. <input type="checkbox"/> Reservations are in the budget. <input type="checkbox"/> Line items can be followed in the budget. <input type="checkbox"/> Expenditures are charged to the line items. <input type="checkbox"/> Third Party Contracts <input type="checkbox"/> Professional Development <input type="checkbox"/> Travel, supplies and materials, and technology <input type="checkbox"/> Stipends/Salaries and Wages	<input type="checkbox"/> Expenditure Reports <input type="checkbox"/> LEA Transaction Level Reports of Expenditures and Support/Background Information	
<u>SUPPORT TO LOW PERFORMING SCHOOLS</u>		
<p>Description: All LEAs with approaching target schools. (Any LEA with focus schools with the exception of <i>Baltimore City Public Schools and Prince George's County Public Schools.</i>)</p>		
<p><u> </u> Met <u> </u> Not Met Requirement:</p> <p style="margin-left: 100px;">14. <input type="checkbox"/> Optional: LEAs with focus or approaching target Title I schools are highly encouraged to set aside district level Title I, Part A funds to support those schools through interventions such as, locally coordinated supplemental educational services or after school programs, technical assistance, and/or professional development. [Maryland's Flexibility Plan: Section 2.D.iii]</p> <p style="margin-left: 100px;">15. <input type="checkbox"/> Optional: Continued Public School Choice transportation for students who are attending their choice receiving schools until the end of the grade span offered.</p>		
Evidence of Implementation	Source	Comments
<input type="checkbox"/> Reservations are in the budget. <input type="checkbox"/> Line items can be followed.	<input type="checkbox"/> Expenditure Reports <input type="checkbox"/> LEA Transaction Level Reports of Expenditures	

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Component VII: Fiscal Requirement		
<input type="checkbox"/> Expenditures are charged to the line items. <input type="checkbox"/> Third Party Contracts <input type="checkbox"/> Professional Development <input type="checkbox"/> Travel, supplies and materials, and technology <input type="checkbox"/> Stipends/Salaries and Wages	and Support/Background Information <input type="checkbox"/> Finance Office <input type="checkbox"/> Title I Office	
NEGLECTED OR DELINQUENT		
Description: Services to Neglected Children §1113(c)(3) (B)(C) of ESEA, requires funds must be reserved if Neglected & Delinquent (N&D) programs exist in the LEA.		
___ Met ___ Not Met Requirement: <div style="text-align: center; padding-left: 100px;"> 16. <input type="checkbox"/> LEAs are required to reserve Title I funds if N& D programs exist in the LEA. </div>		
Evidence of Implementation	Source	Comments
<input type="checkbox"/> Reservation is in the district budget. <input type="checkbox"/> Line items can be followed in the budget. <input type="checkbox"/> Expenditures are charged to the line items. <input type="checkbox"/> Expenditures support identified students.	<input type="checkbox"/> LEA Transaction Level Reports of Expenditures and Support/Background Information <input type="checkbox"/> Memorandum of Understanding (MOU)	
HOMELESS		
Description: Funds must be reserved to provide services to children experiencing homelessness. §1113(c)(3)(A) of ESEA and Non-Regulatory Guidance, Education for Homeless Children and Youth Program, July 2004, M-3.		
___ Met ___ Not Met Requirement: <div style="text-align: center; padding-left: 100px;"> 17. <input type="checkbox"/> Funds are reserved to provide support to children experiencing homelessness. The LEA has a plan for the use of the funds. </div>		

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Evidence of Implementation	Source	Comments
<input type="checkbox"/> Reservation is in the budget. <input type="checkbox"/> Written plan for use of the funds. <input type="checkbox"/> Line items can be followed in the budget. <input type="checkbox"/> Expenditures are charged to the line items. <input type="checkbox"/> Consultation Meetings with the LEA Homeless Coordinator/Liaison (SANE).	<input type="checkbox"/> Attachment 7 <input type="checkbox"/> Written plan <input type="checkbox"/> District level budgets <input type="checkbox"/> Finance Office <input type="checkbox"/> Homeless Coordinator <input type="checkbox"/> LEA Transaction Level Reports of Expenditures and Support/Background Information	
<b style="color: red;">HOMELESS <b style="color: red;">Description: Optional Cost associated with Homeless Liaison Position. Title I & Homeless Education: New Authority in the Consolidated Appropriation Act, 2014.		
<b style="color: red;">Requirement: ___ <b style="color: red;">Met ___ <b style="color: red;">Not Met		
18. <input type="checkbox"/> <b style="color: red;">Funded portion of the position can only be for duties related to homeless education as outlined in The McKinney- Vento Homeless Education Act		
Evidence of Implementation	Source	Comments
<input type="checkbox"/> Reservation is in the budget <input type="checkbox"/> Job description <input type="checkbox"/> Schedules <input type="checkbox"/> (note who monitors/oversight)	<input type="checkbox"/> Attachment 7 <input type="checkbox"/> Written plan <input type="checkbox"/> District level budgets <input type="checkbox"/> Finance Office <input type="checkbox"/> Homeless Coordinator <input type="checkbox"/> LEA Transaction Level Reports of Expenditures and Support/Background Information	

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<p>Description: Optional Cost associated with Homeless Transportation. Title I & Homeless Education: New Authority in the Consolidated Appropriation Act, 2014.</p>		
<p>Requirement:</p> <p style="text-align: center;">19. <input type="checkbox"/> Transportation cost to and from school of origin, above what the LEA would have otherwise provided to transport the student to his or her assigned school.</p>		
Evidence of Implementation	Source	Comments
<input type="checkbox"/> Reservation is in the budget <input type="checkbox"/> LEA calculation of excess cost for providing transportation <input type="checkbox"/> Written description of how the calculation was determined <input type="checkbox"/> (note who monitors/oversight) <input type="checkbox"/> Invoices/payment schedule	<input type="checkbox"/> Attachment 7 <input type="checkbox"/> Written plan <input type="checkbox"/> District level budgets <input type="checkbox"/> Finance Office <input type="checkbox"/> Homeless Coordinator <input type="checkbox"/> LEA Transaction Level Reports of Expenditures and Support/Background Information <input type="checkbox"/> Transportation Office	

<p>Guiding Questions: LEA Monitoring of Fiscal Requirements:</p> <ol style="list-style-type: none"> 1. Does the LEA have written job descriptions on file with Human Resources that accurately reflect the duties of administrative personnel charged to Title I? 2. Does the LEA have a written procedure for reporting time and effort, maintaining PARs? Who reviews and how often are adjustments made to actual distribution? 3. How does the LEA determine if school purchases made with Title I funds are allocable and allowable, reasonable and necessary and that they supplement, not supplant? 4. How often are expenditures monitored by the LEA? Who monitors the expenditures? 5. How does the LEA monitor inventoried equipment, including location of equipment and use (schoolwide, targeted and private schools)? 6. How does the LEA monitor the required reservations? (spend down of expenses and usage) 7. How does the Title I Office collaborate with the Finance Department to make certain that findings in areas such as personnel, time and effort, inventory, written financial procedures, and written procurement procedures are shared?
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8. How does the Title I Office ensure that Title I School Spending Plans (school allocations and parent involvement) comply with federal requirements and regulations?
9. How does the Title I Office maintain documentation to support purchases that are reasonable and necessary and are supplemental and not supplanting?
10. Does the Title I office process budget/program amendments according to MSDE guidelines?
11. **Are schools and central office following the LEA procurement procedures/policies?**