
Issue Date: October 11, 2023

CFP Comprehensive Monitoring Guide

This document is intended to prepare Vermont's Local Educational Agencies (LEAs) for what to expect when going through the Consolidated Federal Programs Comprehensive Monitoring. All LEAs that receive Consolidated Federal Programs (CFP) funding must be in compliance with the requirements described below. Each LEA will receive a comprehensive CFP monitoring review from the Vermont Agency of Education at least once every 5-10 years.

Each section below corresponds to a tab that will be available within the Grants Management System (GMS). In GMS, each tab will show only if a particular section is applicable to the LEA; for example, the Targeted Assistance School tab will not appear if the LEA does not contain any Targeted Assistance Schools. When the LEA is selected for comprehensive monitoring, they will use the monitoring tool in GMS to answer the corresponding questions and provide all documentation/evidence.

Instructions

This year (FY24), each LEA selected for CFP comprehensive monitoring shall submit documentation and answer guiding questions in reference to the most recently completed grant cycle (the period of July 1, 2022 through June 30, 2023). LEAs shall submit documentation and responses in a timely and organized manner in order for AOE staff to complete reviews in accordance with the established timeline. This will result in more time available for technical assistance to the LEA.

Please upload any necessary documentation to the GMS monitoring tool in the appropriate program tab. File uploads must be no more than 6MB in size. The filename cannot contain any special characters such as periods, slashes, number signs, etc. (dashes and spaces are allowed). Files should be in Adobe Acrobat (.pdf), Microsoft Word (.doc/docx), or Microsoft Excel (.xls/xlsx) format. URL or embedded links within a document that reference a separate document will not be accepted or reviewed as they pose a security risk and could be altered at time of review. Documents must correspond to the requested documents listed on the tab, or they will not be reviewed or counted as part of the submission. Attempting to upload a file that does not comply with these restrictions will result in errors and loss of unsaved data. When possible, please name the file so that it corresponds to the required uploads.

Overview

Under federal statute, the Vermont Agency of Education must monitor sub-recipients of funds authorized under the Elementary and Secondary Education Act to ensure that requirements for use are being met (2 CFR § 200.331(d)). Sub-recipients are responsible for creating and maintaining programs that meet minimum fiscal and programmatic criteria. Comprehensive monitoring across CFP is conducted each year

in supervisory unions/supervisory districts (SU/SD) selected based on a multi-factored risk assessment. The monitoring visit, conducted either in-person or digitally, is preceded by a request for documents and narrative responses representing a range of compliance topics. This information is collected in the Agency of Education's grants management system (GMS). The CFP monitoring process has four main goals:

1. To build relationships with LEA and school leaders;
2. To assist LEA and school leaders in understanding requirements for fund use;
3. To provide technical assistance in meeting requirements and in maximizing impacts on student outcomes; and
4. To ensure compliance with federal laws, regulations, and terms of the award and the achievement of program goals.

At the conclusion of the monitoring process, the CFP team will report findings, recommendations and needed corrective actions to the LEA.

Process Timeline

1. LEAs are notified of selection (30 days prior to due date) and informed of submission due date in GMS.
2. AOE staff review GMS tool submissions, and identify initial findings, corrective actions and recommendations.
3. LEA staff are interviewed (virtually or by phone) by AOE staff to review the initial results and make clarifications or add documentation that may have been unintentionally missed during the first submission.
4. AOE staff have 30 days to complete their final review once all interviews and final documentation have been submitted.
5. The LEA has 30 days after the final AOE review to re-submit applicable corrective actions, or draft corrective action plans when applicable, in order to address areas of non-compliance.

Data and Assessed Needs

Requirements:

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

Documentation to Upload (check all that have been uploaded):

- 1. Evidence of the participation of various stakeholders in the Data Inventory process.
- 2. Examples of protocols or processes used to collect and analyze LEA and school data to inform the LEA's Data Inventory.

3. Evidence of measures used to annually evaluate the effectiveness of CFP investments.

4. Other documentation (please describe)

Guiding Questions:

Guiding Question #1: Describe the process by which various stakeholders were engaged in the comprehensive needs assessment and the development of the LEA's Data Inventory. Include whether/what events were held, how invites were delivered, if relevant, how information was shared, and how feedback was collected and included in the final decision-making process, etc. Consider uploading evidence – meeting invitations, meeting minutes, attendance sheets, surveys/forms, etc.

Guiding Question #2: Describe the protocols or processes used to collect and analyze the LEA and school level data that inform the LEA's Data Inventory? How is the data selected, analyzed, and reviewed? Who is involved in the analysis and how are decisions made based on this analysis?

Guiding Question #3: What measures are in place to evaluate the effectiveness of individual CFP investments, both at the LEA and school level? How do these measures inform investments in subsequent years? How does the LEA share these effectiveness measures with stakeholders to inform decisions about continuation of strategies? What measures would lead the LEA/school to discontinue a particular investment for lack of efficacy?

Services to Independent Schools

Requirement:

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

Documentation to Upload (check all that have been uploaded):

1. Invitations to participate sent to officials at eligible independent schools both within and beyond the LEA's boundaries and records of responses.

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

3. Other documentation (please describe)

Guiding Questions:

Guiding Question #1: ESEA requires that you track students attending Independent Schools who may be eligible to receive Title I services. How does your LEA identify students who live within your LEA but are not attending or registered at the appropriate school?

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

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

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

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

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

Guiding Question #7: ESEA requires that you track students attending Independent Schools who may be eligible to receive Title I services. How does your LEA identify students who live within your LEA but are not attending or registered at the appropriate school?

McKinney Vento

Requirement

- In accordance with the McKinney-Vento Homeless Assistance Act (42 U.S.C. Chapter 119, Subchapter VI, Part B: Education for Homeless Children and Youth), the LEA ensures that students experiencing homelessness receive equal access to the same free, appropriate public education, including public preschool, as other students (§11431(1)), removes barriers that homeless students face when enrolling, attending and succeeding in school (§11431(2)), and ensures that students experiencing homelessness have access to all services for which they are eligible and need in order to have an opportunity to meet the same challenging State academic standards to which all students are held (§11431(4)).

Amount of Title I funds set aside for McKinney-Vento eligible students: *(This \$ amount is pre-filled by the GMS tool based on the prior year set-aside noted within the FY23 application)*

Number of homeless students enrolled last year:

<i>Please input number of homeless students enrolled last year in box provided within GMS tool</i>
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Number of homeless students from Title I Participation Report last year: *(This count is pre-filled using the prior year- most recently submitted Title I report Data)*

Name of Homeless Liaison:

Documentation to Upload (check all that have been uploaded)

- 1. Documentation that an appropriate staff person has been designated as the LEA Homeless Liaison to carry out the duties described in the MV Act (e.g., directory, website, materials/posters that identify liaison, etc.) §11432(g)(1)(J)(ii)
- 2. Documentation of processes/procedures and any forms used to ensure the identification of students experiencing homelessness and the reporting of complete and accurate data to the SEA (e.g., enrollment forms, residency questionnaires, evidence of collaboration with other LEA programs, procedures for ensuring that students identified as homeless are entered as such into the student information system, etc.) §11432(g)(6)(A)(i) and §11432(g)(6)(C)
- 3. Documentation of processes/procedures for removing barriers (e.g., LEA policy regarding homeless students, evidence of procedures for immediate enrollment, enrollment forms, collaboration with other LEA programs, etc.) §11432(g)(1)(I)
- 4. Documentation of the LEA-level dispute resolution procedure and any forms used during the appeal and dispute resolution process (e.g., written notification, dispute forms for family/youth to begin appeal process, dispute resolution procedure, etc.) §11432(g)(6)(A)(viii)
- 5. Evidence that the LEA provides public notice of the educational rights of students experiencing homelessness (e.g., posters, flyers, brochures, public notice on website, handbooks, etc.) §11432(g)(6)(A)(vi)
- 6. Evidence of outreach to and coordination with relevant community groups (e.g., agendas, meeting minutes, handouts, documentation of participation in local CoC, coordination with State and local housing agencies, community resource guide, referrals to community agencies, data on number/percent of parents or youths referred to community services, etc.) §11432(g)(5)
- 7. Evidence of procedures for providing transportation, at the request of the parent, guardian, or youth, to and from the school of origin, and for determining excess transportation costs for students experiencing homelessness, if using Title IA to pay for transportation expenses (e.g., transportation referral forms, school selection forms with transportation request, transportation agreements, cost reimbursement forms, etc.) §11432(g)(1)(J)(iii) and ESEA §1113(c)(3)(C)(ii)(II)
- 8. Other documentation (please describe)

Guiding Questions

Guiding Question #1: How does the LEA inform families/unaccompanied youth of the educational rights of students experiencing homelessness? How are parents/guardians

of homeless students informed of opportunities to participate in educational decisions?
§11432(g)(6)(v)

Guiding Question #2: What McKinney-Vento professional development activities did the liaison participate in? How do LEA and school personnel receive information and training on rights and needs of homeless students? Which personnel is included in trainings? §11432(g)(1)(J)(iv) and §11432(g)(6)(A)(ix)

Guiding Question #3: Describe the process for identifying and enrolling students experiencing homelessness. What policies or procedures does the LEA currently have in place to eliminate barriers to the enrollment, attendance, and success of homeless students? §11432(g)(6)(A)(i) and §11432(g)(1)(I)

Guiding Question #4: How does the LEA conduct best interest determinations?
§11432(g)(3)(A) and §11432(g)(3)(B)

Guiding Question #5: How does the LEA resolve eligibility, school selection, and enrollment disputes? §11432(g)(3)(E)

Guiding Question #6: What process does the LEA have in place to ensure that students experiencing homelessness are provided transportation to and from the school of origin, if requested? §11432(g)(1)(J)(iii)

Guiding Question #7: How does the LEA collect information to determine the ongoing needs of homeless students? How does the LEA ensure that programs are effective in meeting the identified needs of homeless students? §11432(g)(1)(B), §11432(g)(6)(A)(ii), and §11432(g)(6)(A)(iv)

Guiding Question #8: What process does the LEA have in place to ensure homeless children and youth are achieving proficiency? How does the program address any gaps? §11432(g)(1)(A)

Guiding Question #9: How does the LEA determine a sufficient amount of Title IA funds to set aside to support students experiencing homelessness? Who makes this determination? What data is used to determine the amount? ESEA §1113(c)(3)(A)(i) and §1113(c)(3)(C)(i)

Guiding Question #10: Students experiencing homelessness are categorically eligible for Title IA services, regardless of the public school they attend. If the LEA has non-Title I schools (schools that do not receive Title IA funding), how does the LEA use Title IA homeless set aside funds to support students experiencing homelessness at those schools? What services are provided using this funding?

Guiding Question #11: How does the LEA coordinate with community partners and ensure that local community agencies services homeless individuals are made aware of the rights of homeless students? What community partnerships have been established to provide a coordinated approach to the identification and referral of children and youth experiencing homelessness? §11432(g)(5)

English Learners

Requirement:

- In accordance regulation 34 CFR § 100.4 (b), the LEA, as a recipient of federal funds, must comply with all requirements imposed by Title VI regulations, including all requirements related to English Learners (ELs) and Limited English Proficiency (LEP) family members.

Documentation to Upload, where available (check all that have been uploaded):

- 1. Districtwide Lau Plan/Language Access Plan
- 2. Documentation of processes/procedures and forms used to ensure the identification of English Learners and Immigrants
- 3. Qualifications of English Learner Specialists delivering service or training in the LEA
- 4. Documentation of training Requirements related to ELs for general/grade level educators who instruct ELs.
- 5. Other documentation (please describe)

Guiding Questions

Guiding Question #1: Describe the LEA's process for identifying English Learners (ELs) and Immigrant Students. Who is responsible? At what point does an EL specialist get involved? How does the LEA ensure that students are being identified appropriately and in a timely fashion? 20 U.S.C. §§ 6312(g)(1)

Guiding Question #2: What types of language instruction educational programs (LIEPs) are offered in your LEA?

Guiding Question #3: How is it determined that the LIEPs are meeting the three - pronged requirements of *Castañeda v Pickard* 648 F.2d 989 (5th Cir. 1981):

- a. The educational theory underlying the program(s) is (are) sound.
- b. The program and practices used are reasonably calculated to implement the program effectively. (Personnel, PD, time, and resources)
- c. The program succeeds in producing results in a reasonable amount of time.

Guiding Question #4: What support from the SEA would most benefit your development of your English Language programs? What areas are of greatest concern for the district in relation to supporting ELs and their families?

Parent and Family Engagement (PFE)

Requirement:

- The LEA and all participating schools must meet the parent and family engagement requirements as described in Section 1116 of the Every Student Succeeds Act (ESSA).

Documentation to Upload (check all that have been uploaded):

- 1. LEA parent and family engagement policy (ESEA 1116(a)(2))
- 2. Each Title I school's Parent and Family engagement policy/procedure. (ESEA 1116(b))
- 3. Each Title I schools' Parent-School compacts (ESEA 1116(d))
- 4. Documentation of the Annual Evaluation of Parent and Family Engagement LEA Policy effectiveness with meaningful involvement of parents and family members (ESEA 1116(2)(D)).
- 5. Title I Annual Meeting documentation of each Title I school:
 - a. agenda/content of the meeting
 - b. invitations/notices showing that all parents of participating children were invited and encouraged to attend.
 - c. If targeted assistance school, documentation of parental sign-in sheet showing attendance of Title I parents. (ESEA 1116 (c)(1))
- 6. Other documentation (please describe)

Guiding Questions:

Guiding Question #1: Describe how the LEA and each applicable Title I school(s) provide assistance so that parents can understand student achievement assessments and how to work with educators to improve the achievement of their child (ESEA 1116(e)(1))?

Guiding Question #2: Describe how the LEA and each applicable Title I school(s) provide materials and training to help parents work with their children to improve their children's achievement (ESEA 1116(e)(2))?

Guiding Question #3: Describe how the LEA and each applicable Title I school(s) educate teachers, school leaders and other staff on the value and utility of working with parents as equal partners. (ESEA 1116(e)(3))

Guiding Question #4: Describe how the LEA and each applicable Title I school(s) coordinate and integrate parent and family engagement programs and activities with Federal, State and local programs including public preschool programs (ESEA 1116(e)(4))?

Guiding Question #5: Describe how the LEA and each applicable Title I school(s) ensure that information related to school and parent programs, meetings and other

activities is sent to parents in a format and in a language the parents can understand (ESEA 1116(e)(5))?

Guiding Question #6: Describe how the LEA and each applicable Title I school(s) provide other reasonable support for parent and family engagement activities as parents may request (ESEA 1116(e)(14))?

Guiding Question #7: What plan is in place to determine when to update the School Parent and Family Engagement Policy/Procedure and how parents will be involved? (ESEA 1116 (b)(1))

Guiding Question #8: How are parents involved in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I programs and activities? (ESEA 1116(c)(3))

Guiding Question #9: Describe how Title I parents and family members provide input regarding how funds may be spent for parent and family engagement activities. (ESEA 1116(a)(3)(B)).

Guiding Question #10: Describe how the LEA ensures that each PFE policy (both the LEA's and the individual schools'), as well as the school-parent compacts, were jointly developed and agreed on with Title I parents and family members. (ESEA 1116(a-d)).

Schoolwide Programs (SWP)

Requirement:

- The LEA must ensure that participating schoolwide program schools are meeting all requirements under ESEA Section 1114.

Documentation to Upload (check all that have been uploaded):

- 1. Schoolwide Program Plan for each SWP school
- 2. Other documentation (please describe)

Guiding Questions:

Guiding Question #1: How has the LEA ensured that each participating SWP school has involved all relevant stakeholders and parents in the development of the SWP Plan(s)? (ESEA 1114(b)(2))

Guiding Question #2: How does the LEA ensure that all schoolwide program plans are based on the school's comprehensive needs assessment? (ESEA 1114 (b)(6)).

Guiding Question #3: How does the LEA ensure that all SWP Plans are regularly monitored and revised (at least annually) to address the specific needs of their students? (ESEA 1114 (b)(3)).

Guiding Question #4: How was the decision made to become a schoolwide program(s)? (ESEA 1114) Why has the LEA continued operating schoolwide program(s)?

Guiding Question #5: Which funding sources are consolidated in the schoolwide pool(s)? Why does the LEA consolidate these particular funding sources? (ESEA 1114)

Targeted Assistance Schools

Requirement:

- The LEA must ensure that all targeted assistance programs are meeting all requirements under ESEA 1115.

Documentation to Upload (check all that have been uploaded):

1. List of the Title I caseload including student's grade and Title I assessment. Please redact any personally identifiable information for the students.

2. Other documentation (please describe)

Guiding Questions:

Guiding Question #1: Describe how the LEA's Title I Targeted Assistance programs identify students for participation (the Title I caseload) on the basis of multiple, educationally related, objective criteria established by the local educational agency and supplemented by the school? (ESEA 1115 (c)(1)(B))

Guiding Question #2: How do the LEA's Targeted Assistance Programs ensure the inclusion of those automatically eligible for services (children who have participated in Head Start or the migrant ed program in the past 2 years, children served in an institution for neglected or delinquent, or those who are homeless)? (ESEA 1115(c)(2)(A-E))

Guiding Question #3: Please describe how services are delivered in the Title I targeted assistance program(s). Include information about how the LEA ensures each participating Title I targeted assistance program gives consideration to providing expanded learning time, before and afterschool programs, and summer programs and opportunities? (ESEA 1115 (b)(2)(B)(i))

Guiding Question #4: How does the LEA ensure each participating Title I targeted assistance program reviews the progress of eligible children and revises the program to enable such children to meet the challenging State academic standards? (ESEA 1115 (b)(2)(G)(iii))

Title I, Part A

Requirement:

- The LEA must monitor the participating schools' use of Title I funds to ensure compliance with Title I Program requirements under ESEA (1111, 1112, 1113, 1114, 1115, 1116, 1117, 1118, 1119).

Documentation to Upload (check all that have been uploaded):

- 1. Documentation of guidance around Title I requirements given to participating schools.
- 2. Dated notice to parents regarding their right to request their child's teacher's qualifications for each Title I school (ESEA 1112(e)(1)).
- 3. LEA's Title I neutral budget methodology.
- 4. Other documentation (please describe)

Guiding Questions:

Guiding Question #1: How does the LEA ensure that teachers in Title I programs meet applicable state certification and licensure requirements? How does the LEA ensure that all instructional paraprofessionals in Title I programs have either 2 years of higher education, or have demonstrated their qualifications through a local assessment? (ESEA 1112 (c)(6)). Review guidance regarding [Title I paraprofessional requirements](#).

Guiding Question #2: Describe how the LEA assists each Title I school in developing and/or identifying high quality, effective curricula and instructional strategies that strengthen the academic program and improve school conditions for student learning? (ESEA 1112 (b)(1)(D))

Guiding Question #3: Describe how the LEA integrates Title I services with other educational services from the LEA and individual schools in order to increase program effectiveness and eliminate duplication? (ESEA 1112 (c)(4))

Guiding Question #4: If the LEA provides early childhood services under their Title I program, describe how they ensure compliance with the performance standards of Head Start. (ESEA 1112 (c)(7))

Guiding Question #5: Describe how the LEA serves under Title I those eligible students enrolled in non-profit independent schools and qualified Title I early education programs? (ESEA 1112 (c)(2), ESEA 1115 (c))

Guiding Question #6: Fill out the information about the LEA and School level PFE reservations. (ESEA 1116 (a)(3))

6a. LEA PFE set aside:

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Total Expenditures:

List the activities implemented and the outcome of these activities.

School level PFE set aside:

Total Expenditures:

List the activities implemented and the outcome of these activities.

6b. How were the LEA and School level PFE reservation amounts determined? Were the activities implemented with these set-asides successful, why or why not? How does the LEA ensure the PFE set-asides are sufficiently meeting the needs of parents and families in supporting their children's education?

Guiding Question #7: Fill out the below chart with information about the LEA's homeless reservation. ESEA 1113 (c)(3)(A)

7a. Homeless set aside:

Total Expenditures:

List the activities implemented and the outcome of these activities.

7b. Describe how the homeless reservation amount was determined. Were the activities implemented with this set-aside successful, why or why not? How does the LEA ensure the homeless set-aside is sufficiently meeting the needs of students experiencing homelessness?

Guiding question #8: Describe how the LEA ensures that their process of distributing state and local funds and resources to schools is comparable to meet the requirements of comparability. (ESEA 1118 (c)(1)(A-B)).

Guiding Question #9: Maintenance of Effort is achieved when an LEA's expenditures of state and local funds in a given year are not less than 90% of the expenditures from the prior year. Describe the LEA's practice for ensuring that it maintains its fiscal effort from one fiscal year to the next. (ESEA 1118 (a)).

Guiding Question #10: Describe the LEA's process for budgeting state and local dollars to their schools. How does the LEA ensure state and local funds are allocated to schools without regard for their Title I status? (ESEA 1118 (b)).

Title II, Part A

Requirement:

- The LEA utilizes Title IIA funds to support the intents of Title II, Part A as defined in ESEA section 2103(b). The LEA only utilizes Title IIA funds to support the professional development of teachers, principals and those who meet the definition of "Other School Leader" as found in ESEA section 8101(A)(44). AOE Guidance can be found [here](#).

Guiding Questions:

Guiding Question #1: Did the LEA fund any FTEs with Title IIA (not Title IIA that has been pooled into Schoolwide or transferred into Title IA, Title IIIA or Title IVA) during the 2022-2023 grant period?

If yes: Please list the investment numbers for all investments that included an FTE funded by Title IIA and upload Time and Effort logs for all FTEs charged to Title IIA.

Please upload Time and Effort logs for all FTEs funded by Title IIA

Guiding Question #2: Did the LEA fund any professional development with Title IIA (not Title IIA that has been pooled into Schoolwide or transferred into Title IA, Title IIIA or Title IVA) during the 2022-2023 grant period?

If yes: Please list the investment numbers for all investments that funded professional development with Title IIA and upload sign-in sheets for all professional development activities funded with Title IIA. Sign-in sheets must include date, time, names of attendees and positions. If positions were not

recorded directly on the sign-in sheet, please upload a list of the positions for individuals who signed in on a separate sheet.

Please upload sign-in sheets for all professional development activities funded with Title IIA and, if not included on the sign-in sheet, a list of the positions for individuals signed in on the sign-in sheet.

Title IV, Part A

Requirement:

- The LEA monitors the participating school's use of Title IV, Part A funds to ensure compliance with program requirements under ESEA section 4106.

Documentation to Upload (check all that have been uploaded):

1. Relevant documentation (please describe)

Guiding Questions:

Guiding Question #1: Describe the process by which the LEA assesses needs for the three content areas of Title IV (well-rounded education, safe and healthy students, and effective use of technology). How often is a comprehensive needs assessment for Title IV completed? Who is involved in that process? (ESEA §4106(d))

Guiding Question #2: Describe the process by which the LEA determines how Title IV funds are to be distributed among schools. How does the LEA distribute Title IV funds to ensure schools with the highest needs are prioritized? What data is used to support prioritizing schools? If all Title IV investments are written as LEA-level investments, how does the LEA make that decision? (ESEA §4106(e)(2)(A))

Guiding Question #3: The Title IV application requires LEAs to describe how they will evaluate whether the intended goals or objectives of Title IV-funded activities were met. Describe the LEA's practices for evaluating the effectiveness of Title IV-funded activities. When and with what frequency do these evaluations occur, who participates, and how are activities evaluated? (ESEA §4106(e)(1)(E))

Guiding Question #4: How does the LEA involve stakeholders in the development and implementation of the Title IV program? What stakeholders are included? (ESEA §4106(c)(1-2))

Guiding Question #5: Describe the procedures by which the LEA obtains prior written, informed consent from the parent of each child who is under 18 years of age to participate in any mental-health assessment or service that is funded under Title IV, Part A and conducted in connection with an elementary school or secondary school under Title IV, Part A. (ESEA §4001(a)(1)(A))

Evaluating for Impact

Requirement:

- LEAs must evaluate strategies for effectiveness in order to determine that activities funded with federal dollars are necessary and reasonable. (CFR Part 200.404, 405)

Documentation (check all that have been uploaded):

1. Relevant documentation (please describe)

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Review of Investments:

AOE staff will select up to 4 investments from the prior year CFP application for a more detailed review. The LEA will need to answer the following questions for each selected investment.

Guiding Questions

Guiding Question #1: Describe the goal or intended outcome of the selected investment. What data indicated there was a need for this strategy? How was this investment implemented? If this activity was not implemented, please explain why.

Guiding Question #2: How did the LEA evaluate the selected investment? What data/measures were collected and how were they analyzed?

Guiding Question #3: Based on the results of the evaluation process, what changes did or will the LEA make to their funded strategies?

Grants Management

Requirement:

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

Guiding Questions:

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

Guiding Question #2: Has the LEA encountered an instance(s) of non-compliance either at the LEA or school level in the administration of these funds? If so, describe the instance and how it was resolved. If the LEA has not experienced any instances of non-compliance please describe the process the LEA would take to resolve a non-compliance issue.

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

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

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

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

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