

Pre-Monitoring Documents to Submit to the AOE

Data and Assessed Needs

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.

Services to Independent Schools

1. Invitations to participate sent to officials at eligible independent schools both within and beyond the LEA's boundaries and records of responses.
2. Documentation of timely and meaningful consultation with participating schools.
3. Evidence of ongoing communication with participating schools concerning implementation of strategies and satisfaction with equitable services provided.

McKinney Vento

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.)
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.)
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.)
4. Documentation of processes/procedures 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.)
5. Evidence that LEA provides public notice of the rights of students experiencing homelessness (e.g., posters, flyers, brochures, public notice on website, handbooks, etc.)
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.)

7. Evidence that students who are experiencing homelessness receive all comparable services for which they are eligible (e.g., program referrals (inc. transportation), on-time graduation rates and drop-out rates, enrollment data for preschoolers identified as homeless, needs assessment, evidence of accommodations provided to promote access, etc.)
8. Procedures for providing transportation and 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.)

Parent and Family Engagement

1. LEA and participating schools' parent and family engagement policies.
2. Title I schools Parent-School compacts with annual dissemination plans.
3. Summary of data analyzed or the LEA's process to collect information to determine the effectiveness of policies and practices (school surveys, parent feedback, parent advisory groups, evaluations from parent workshops, etc.).
4. Title I Annual Meeting agenda and parental sign-in sheet for each Title I school. (principal must verify, with signature, the parents of Title I students that were in attendance).
5. Dated notice to parents regarding their right to request their child's teacher's qualifications for each Title I school.

Title I, Part A

1. List of all instructional paraprofessionals, their assignments, and how they meet Highly Qualified status.
2. Documentation of guidance around Title I requirements given to participating schools.