

# **ESSA/Perkins/IDEA/McKinney-Vento** **Consolidated Grant Monitoring Requirements**

## **Programs Covered and WDE Contacts:**

### **Cross-program elements (A. indicators)**

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The Wyoming Department of Education (WDE) is committed to meeting the requirements of the Elementary and Secondary Education Act (ESEA), Perkins V, Individuals with Disabilities Education Act (IDEA) and the McKinney-Vento grant program. Federal grant monitoring will require document review, and may include a combination of additional document review, on-site visits, interviews with staff, families and community members, and other means as determined necessary and allowable by statute and the Uniform Grant Guidance.

All **highlighted components** will be required through the Grants Management System (GMS) Monitoring feature. On-site visits or required technical assistance meetings will be determined after documentation review. On-site visits will be

required in the event that documentation is incomplete or warrants more detailed review. *On-site requirements include, but are not limited to, the unhighlighted indicators.*

**A. MULTI-GRANT: Components required from all districts regardless of funding/funding sources**

<p style="text-align: center;"><u>ITEM MONITORED</u></p>	<p style="text-align: center;"><u>DOCUMENTATION</u></p> <p style="text-align: center;">Sections that are highlighted need to be sent to the WDE via the GMS. Unhighlighted sections are when on-site reviews are required after initial GMS review.</p>
<p>A.01 Meaningful Consultation: In the Consolidated Grant needs assessment and planning process, the LEA worked in partnership with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, parents, community partners, students, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purposes of ESSA.</p> <p>[ESSA 1003a(d)(4); 1112(a)(1)(A), 1112(a)(5); 1114(b)(6); 1115(a); 2102(b)(3), 2102(b)(2)(D); 3116(b)(4)(A), 3116(b)(4)(c); 4106(c); 8306(a)(7)]</p>	<p>a. Agendas, attendance logs with titles, and meeting minutes for each meeting held.</p> <p>b. Description of the process including what data was or will be used and what stakeholders are involved.</p> <p>c. Describe how the planned actions were communicated for public comment before submitting an application to WDE.</p>
<p>A.02 There is a district plan to furnish information to parents in the language/method they understand.</p> <p>[McKinney-Vento Homeless Assistance Act Section 722(3); ESSA 1112(e)(3); GEPA Section 427; Perkins Act of 2006, Section 311; other applicable Federal statutes and regulations OCR]</p>	<p>a. District EL Plan to include who will furnish this information to whom, and upon what occasion.</p> <p>b. Sample documents in multiple languages, such as Spanish, German, Chinese, Somali, or other (either samples you've distributed, or a sample of what you would distribute if/when needed).</p>

<p>A.03 Students in underrepresented groups (girls, minorities, EL students, students with disabilities, migrant, homeless, etc.) have equal access to participation in programs offered by the school/Local Education Agency (LEA) as all other students.</p> <p>[GEPA, Section 427; ESSA Section 4107(a)(3)(C)(i), (B); Perkins Act of 2006, Section 3]</p>	<p>a. Samples of class enrollment data showing student diversity in school programs.</p> <p>b. Copy of portion of student handbook(s) or enrollment form(s) ensuring this requirement.</p> <p>c. Copy of district policies related to equal access to educational programs.</p>
<p>A.04 A home language survey was administered and is on file for all students enrolled in the LEA. This survey must include, at a minimum, questions to determine:</p> <ol style="list-style-type: none"> <li>1) The first language spoken by the child;</li> <li>2) The language(s) spoken in the home; and</li> <li>3) The language(s) spoken or understood by the child.</li> </ol> <p>[Civil Rights Act of 1964, Title VI; ESSA Section 1112]</p>	<p>a. Copy of current home language survey used by the district and two to three completed surveys with student information redacted.</p> <p>b. A detailed explanation of the process for administering the home language survey within the district, the location of where home language surveys are filed, and how the district ensures current home language survey data.</p> <p>Note: The district ensures the quality of the current home language survey data by establishing a process on how the district reviews the HLS for appropriateness prior to screening the student to prevent misidentification. This information should be included in the identification section of the EL Plan under the Home Language Survey.</p>
<p>A.05 In the Consolidated Grant and/or Perkins planning processes, meaningful consultation was held with private/home schools.</p> <p>[ESSA Section 1011, 1117, 8501; Perkins Act of 2006, Section 317]</p>	<p>Provide a sample for each of the items listed below (if applicable).</p> <ol style="list-style-type: none"> <li>a. Copy of agenda or minutes relating to consultation.</li> <li>b. Phone logs, if applicable.</li> </ol>

	<p>c. Sign-in sheets of meetings with job title and/or constituency category annotated.</p> <p>d. Copy of letters returned from home/private schools, and/or list and proof of mailings.</p> <p>e. Copy of written invitation to meet individually and/or to attend Consolidated Grant planning meeting (newspaper notification as the only method is not sufficient).</p>
<p>A.06 All private and home schools were given the opportunity to participate in programs and services paid for by federal grant funds. [ESSA Section 1117; 8501; Perkins Act of 2006, Section 317]</p>	<p>a. Copy of letter inviting participation and proof that letters were sent to home/private schools.</p> <p>b. Proof of participation in federal programs (payment vouchers, attendance logs).</p>
<p>A.07 If federal funds were used for private or home schools, the services reflected the particular needs of the private/home school students, not the needs of the public school(s)/district. [ESSA, 34 CFR 76.658]</p>	<p>a. List of requests and subsequent services and expenditures to private/home schools.</p>
<p>A.08 The LEA notified parents of all of the following:</p> <p>1) The right to request information about the qualifications of their child’s teacher to include state license status with approved subject areas, emergency/provisional status, and field of discipline along with information about qualifications for paraprofessionals who are providing services to their child.</p> <p>2) When their child has been taught four or more weeks by a teacher who is not meeting applicable state licensing requirements;</p>	<p>a. One copy of a parent notification letter or signed handbook acknowledgement that addressed the right to request information of components 1).</p> <p>Note: If the district’s parent/student handbook contains this information, please include the section of the handbook that the acknowledgement letter correlates with, as that would be acceptable as evidence. If notice is placed in the handbook, there must be a parent/guardian signature page acknowledging receipt of the handbook retained by the</p>

<p>3) Annual notification to parents of EL students if their child has been recommended for a language instruction program and the parent's right to opt out of the program</p> <p>[ESSA Section 1112(e)(1)(A); 3116(b)(4)(A)]</p>	<p>district as proof of notification to ensure the district has done its due diligence to ensure the parent/guardian is aware of this right.</p> <p>b. One copy of a letter used, or a sample letter to use when/if needed, of a notification letter to parents when a child has been taught for four or more consecutive weeks by a teacher who does not meet applicable state licensure requirements at the grade level or subject area in which the teacher is assigned.</p> <p>c. One copy of a notification letter addressing component 3, that includes: (1) the reasons for the identification of their child as an EL and in need of placement in a language instruction and educational program; (2) the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement; (3) the methods of instruction used in the EL program and other available programs; (4) how the program will meet the educational needs of the child; (5) how the program will help their child learn English and meet age-appropriate standards (6) specific exit requirements of the program (7) how the program meets the objectives of the child's IEP (if applicable); and (8) the right of parents to immediately remove their child from the program and the options parents have to opt-out of the program or choose another program or method of instruction if available.</p>
<p>A.09 The LEA has evidence that all students with home or primary language other than English have been assessed (screened) for</p>	<p>a. Name of English proficiency screening test.</p>

<p>English proficiency within thirty days at the beginning of the school year or within two weeks if enrolled during the school year.</p> <p>[ESSA Section 1112, 3102]</p>	<p>b. Copy of English proficiency screening test results with administration dates.</p> <p>c. Documentation of students' school enrollment dates and dates of student placement in EL program (if applicable).</p> <p>NOTE: one form with all appropriate dates is appreciated.</p>
<p>A.10 The LEA has a plan / method / policy / procedure for certifying that all teachers in any language instruction educational programs for limited English proficient children are fluent in English and any other language used for instruction.</p> <p>[ESSA Section 3116(C)]</p>	<p>a. A copy of the written plan/method/policy/procedure for certifying teacher English fluency.</p>
<p>A.11 The LEA's educational program design includes provisions for English language learners to meet state academic content and performance standards required of all students.</p> <p>[ESSA Section 1111(b)(1)(F)(i)(ii) and 3116(b)]</p>	<p>a. Copy of EL Plan showing the use of the State English Language Proficiency Standards, or a link to the plan on the district's website.</p>
<p>A.12 The LEA has procurement procedures, standards for competition, methods of procurement to be followed when conducting transactions using Federal funds (e.g., micro-purchases, small purchases procedures, sealed bids, and competitive proposals), requirements for cost/price analyses, and the inclusion of specific language in contracts paid for using Federal funds.</p> <p>[2. CFR 200.318-326, 200.331(d)]</p>	<p>a. Provide LEA procurement procedure manual(s)/guidelines.</p>

<p>A.13 The LEA conducts review and revision of district policies, procedures, and LEA internal practices to remove the barriers to the enrollment, attendance, retention, and success of children and youth in transition, and ensures that children and youth in transition are not stigmatized or segregated based on their status of homeless. Internal practices shall address issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship for enrollment. In addition, internal practices shall address the identification, enrollment, and attendance of children and youths who are not currently attending school.</p> <p>[McKinney-Vento Homeless Assistance Act Section §722 (g)(1)(I), 722 (g)(1)(J)(i), 722 (g)(3)(C), and 722 (g)(7)]</p>	<p>a. Copies of school board, district, and school policies that address the removal of barriers for enrollment, attendance, retention and success of children and youth in transition and ensure that children and youth in transition are not stigmatized or segregated on the basis of their status of homeless. If these policy documents are different documents in your school district, all need to address this requirement and be provided as evidence. Policies should include the date of adoption and the date the policy was reviewed.</p> <p>b. Copies of internal LEA practices that are available to staff that address the removal of barriers for enrollment, attendance, retention and success of children and youth in transition addressing the specific issues in regards to barriers and identification. This document should include the date of adoption and the date these practices were last reviewed.</p>
<p>A.14 The LEA has designated an appropriate staff person to serve as the LEA liaison for children and youth in transition who is able to carry out the duties described in Title IX, Part A.</p> <p>[McKinney-Vento Homeless Assistance Act Section §722 (g)(1)(J)(ii), 722 (g)(6)(C)]</p>	<p>a. LEA internal staff directory that identifies LEA liaison for district and school staff.</p> <p>b. LEA website that identifies the LEA liaison. Please provide the link. (This should be able to be easily located by stakeholders including parents and students)</p> <p>c. Evidence showing the percent of time the local liaison spends performing the required liaison duties. If any portion of the liaison’s salary and/or benefits are paid with Title IA set-aside funds, and/or McKinney subgrant funds, please provide the amount paid from each funding source.</p>

<p>A.15 The LEA liaison has met training requirements for the responsibilities assigned under McKinney-Vento. [McKinney-Vento Homeless Assistance Act Section §722 (g)(1)(J)(iv)]</p>	<p>a. Evidence that the LEA liaison attended the Wyoming Department of Education’s STAR conference or completed online training provided by the WDE at least once in the last 2 years.</p>
<p>A.16 The LEA liaison ensures that school personnel are aware of the LEA’s McKinney-Vento responsibilities and the needs of children and youth in transition by providing yearly professional development, support, and materials.  [McKinney-Vento Homeless Assistance Act Sections §722 (g)(1)(J)(iv), 722(g)(6)(A)(ix), and 722 (g)(6)(B)]</p>	<p>a. Evidence that the LEA liaison conducts yearly professional development for relevant staff (such as enrollment personnel, counselors, teachers, building administrators and principals) to inform them of McKinney-Vento rights and services for children and youth in transition. Evidence can include: sign-in sheets, agendas, handouts, and copies of presentations. Evidence should include the date of the training and the staff that were in attendance.</p> <p>b. Evidence that public notice of the educational rights of children and youth in transition has been disseminated to all schools in the LEA. Evidence can include: emails, mailing labels, signatures for delivery, pictures showing where rights are displayed in the schools.</p> <p>c. Evidence that the LEA liaison provides support to staff. Evidence can include: copies of correspondence or phone logs, copies of quarterly newsletters.</p>
<p>A.17 The LEA liaison ensures that community agencies that serve families in transition are made aware of the rights of children and youth in transition under McKinney-Vento and that the LEA liaison conducts outreach to relevant community groups.  [McKinney-Vento Homeless Assistance Act Section §722</p>	<p>a. Evidence that public notice of the educational rights of children and youth in transition have been disseminated where such children and youths receive services (food pantries, shelters, faith communities, housing agencies and others). Evidence can include: emails, mailing labels,</p>



<p>(g)(6)(A)(i), 722(g)(6)(A)(vi) and 722(g)(6)(B)]</p>	<p>signatures for delivery, and/or pictures showing where rights are displayed.</p> <p>b. Evidence that the LEA liaison or LEA staff conducts outreach to relevant community groups (food pantries, shelters, faith communities, housing agencies and others) to inform them of McKinney-Vento rights and services for children and youth in transition. Evidence can include: sign-in sheets, agendas, handouts, emails and any other forms of communication. Evidence should also include the name of the group(s).</p>
<p>A.18 The LEA liaison identifies children and youth in transition and transmits this data to the SEA. The LEA liaison collects information to determine the ongoing needs of the children and youth in transition in the LEA.</p> <p>[McKinney-Vento Homeless Assistance Act Sections §722 (f)(1)(A), 722 (f)(3), 722 (g)(6)(A)(i), 722 (g)(6)(A)(ii) and 722 (g)(6)(C)]</p>	<p>a. Evidence that enrollment forms collect information about a student's nighttime residence to identify homelessness.</p> <p>b. Evidence if available and/or samples of student needs assessment documents (with names redacted).</p> <p>c. WDE will review homeless student data that the LEA submitted on the WDE684 including students identified as being homeless, unaccompanied youth, their nighttime residence, and free lunch status. <i>*LEA does not need to provide this evidence, but may need to provide some additional information if the WDE has questions about the data that was submitted.</i></p>
<p>A.19 The LEA district liaison ensures that parents, guardians and unaccompanied homeless youth are notified of the educational and related opportunities available to them under McKinney Vento. [McKinney-Vento Homeless Assistance Act Section §722</p>	<p>a. Evidence that parents, guardians and unaccompanied homeless youth received information notifying them of all their rights under McKinney Vento, such as removing barriers for enrollment, children and youth in transition will not be</p>

<p>(g)(6)(A)(v), 722 (g)(6)(A)(viii)]</p>	<p>segregated or stigmatized, transportation services, nutrition services, and other district services the student qualifies for. Evidence can include: signature slip from parents, guardian or unaccompanied youth stating they received a copy of these rights.</p>
<p>A.20 The LEA liaison ensures coordination among LEA programs serving children and youth in transition, including ESSA Title I-A, Title III, and Special Education programs.</p> <p>[McKinney-Vento Homeless Assistance Act Sections §722(g)(4), 722(g)(5)(C)(ii), and 722 (g)(5)(D)]</p>	<p>a. Description of how the LEA determines the amount of the required Title I-A set-aside funds for serving children and youth in transition.</p> <p>b. Evidence that the LEA coordinates services between LEA, Title I, Title III, and Special Education Services. Evidence can include: sign-in sheets, agendas, and documentation of referrals and/or referral processes.</p>
<p>A.21 Evidence the LEA has internal fiscal controls in place to account for the use of Title I-A set-aside funds in a way that meets the federal requirements.</p> <p>[McKinney-Vento Homeless Assistance Act Section §722(f)(5)]</p>	<p>a. Detailed expenditure report corresponding to the Title I-A set-aside expenses for homeless students. (This should include purchase order number, date, detailed description of the expenditure and the purchase amount)</p>
<p>A.22 The LEA liaison ensures communication and coordination, and undertakes special activities on behalf of homeless preschool children with local preschools, such as, but not limited to Head Starts, LEA administered preschools, preschools that receive Title I funds, federally funded (TANF), early intervention programs, and local department of social services or other organizations that serve and identify homeless preschool age children.</p> <p>[McKinney-Vento Homeless Assistance Act Sections §722 (g)(1)(F)(i), 722 (g)(6)(A)(i), 722 (g)(6)(A)(iii)]</p>	<p>a. Evidence that LEA coordinate services with preschools regarding children in transition. Evidence can include: sign-in sheets, sample letters, or meeting agenda or any other documentation showing coordination efforts.</p> <p>b. Evidence the LEA has a referral process in place with local preschools. Evidence can include: copies of written referral process, referral forms, actual examples of forms used with names redacted.</p>

	<p>c. Evidence that preschools funded with Title I-A dollars reserve spots for homeless children. Evidence can include: copies of policies or procedures.</p>
<p>A.23 The LEA undertakes special activities on behalf of unaccompanied homeless youth or out of school unaccompanied homeless youth.</p> <p>[McKinney-Vento Homeless Assistance Act Sections §722 (g)(6)(A)(x)(I), 722 (g)(6)(A)(x)(III), and 722 (g)(7)(C)]</p>	<p>a. Evidence that unaccompanied homeless youth are notified of their independent status on the FAFSA.</p> <p>b. Description of how district liaison and/or school counselors and staff try to identify and assist unaccompanied homeless youth that are not currently attending school.</p>
<p>A.24 The LEA monitors graduation rates and college and career ready status for children and youth in transition.</p> <p>[McKinney-Vento Homeless Assistance Act Sections §722 (g)(1)(F)(ii), 722 (g)(1)(K), and 722 (g)(6)(C)]</p>	<p>a. Description of how youth in transition will receive assistance from counselors to advise, prepare and improve readiness for college.</p> <p>b. Copies of district or school credit accrual strategies/policies specifically for children and youth in transition and unaccompanied homeless youth.</p> <p>c. Evidence that seniors that are in transition are surveyed regarding plans after high school. (Post secondary school, trade school, work, etc.)</p> <p>d. Provide the percent of seniors that are in transition who apply and are accepted to postsecondary programs.</p> <p>e. WDE will review graduation rates that are calculated based on a students homeless status reported on the WDE684. (Keep in mind that graduation rate is looking at a 4 year cohort, meaning that if a student was homeless at anytime</p>

	<p>during that 4 years, they will be reported as a homeless graduate for the year in which they are graduating) *LEA does not need to provide this evidence, but may need to provide some additional information if the WDE has questions about the data that was submitted.</p>
<p>A.25 The LEA ensures transportation to and from the school of origin for children and youth in transition.</p> <p>[McKinney-Vento Homeless Assistance Act Sections §722 (g)(1)(J)(iii), 722 (g)(1)(J)(iii)(I), and 722 (g)(5)(A)(ii)]</p>	<p>a. Copies of school board, district and school policies that ensure children and youth in transition are provided transportation to and from their school of origin if needed. If these policy documents are different documents in your school district, all need to address this requirement and be provided as evidence. Policies should include the date of adoption and the date the policy was reviewed.</p> <p>b. Evidence that transportation is provided to children and youth in transitions. Evidence could include: copies of intake forms, bus referral forms, or any other correspondence with the transportation division to ensure children and youth in transition are provided transportation.</p>
<p>A.26 The LEA district liaison ensures enrollment in the school of origin when determined to be in the best interest of the child or youth in transition, and the LEA has written a dispute resolution process that aligns with WDE's homeless education dispute process and tracks pre-dispute inquiries concerning barriers to enrollment.</p> <p>[McKinney-Vento Homeless Assistance Act Sections §722(g)(1)(C), 722 (g)(3)(A)(i), 722 (g)(3)(A)(ii), 722 (g)(3)(B)(i) and 722 (g)(3)(E)]</p>	<p>a. Copies of forms or documents that are used in determining best interest</p> <p>b. Copy of LEA written dispute resolution policy</p> <p>c. Evidence that the LEA implements a process for prompt resolution of disputes. Evidence can include: internal process documentation, phone logs, emails, or case notes.</p>

<p>A.27 The LEA has a process to review or investigate disputes brought by parents, guardians or unaccompanied homeless youth.</p> <p>[McKinney-Vento Homeless Assistance Act Sections §722 (g)(1)(C), 722 (g)(3)(E)]</p>	<p>a. Evidence indicating that enrollment disputes are investigated and resolved in a timely manner.</p> <p>b. Evidence that students are enrolled and provided transportation during dispute resolution process.</p> <p>c. Examples of written notification to parents, guardians and unaccompanied homeless youth regarding placement decisions.</p>
<p><i>AA.01 If the LEA has a charter school, the LEA allocated applicable Consolidated Grant funds to the charter school in accordance with the Education Department General Administrative Regulations (EDGAR).</i></p> <p><i>[EDGAR 34 CFR 76, Subpart H]</i></p>	<p><i>a. If indicator is applicable, provide spreadsheets showing calculations of per-pupil amounts used to determine charter school's allocations.</i></p>
<p><i>AA.02 In the Consolidated Grant and/or Perkins planning processes, meaningful consultation was held with charter schools, if the LEA has any such schools.</i></p> <p><i>[ESSA 1111; Perkins; EDGAR 34 CFR 76, Subpart H]</i></p>	<p><i>a. If indicator is applicable, provide agendas and minutes of Consolidated Grant planning meeting(s).</i></p> <p><i>b. If indicator is applicable, provide sign-in sheets with job title and/or constituency category annotated.</i></p> <p><i>c. Phone logs – (Optional).</i></p>
<p><i>**Additional items to be determined in the event an on-site is requested.</i></p>	

**End of Multi-grant Section**

**B. TITLE I-A: DISADVANTAGED STUDENTS**

<p style="text-align: center;"><b><u>ITEM MONITORED</u></b></p>	<p style="text-align: center;"><b><u>DOCUMENTATION</u></b></p> <p style="text-align: center;"><b>Sections that are highlighted need to be sent to the WDE via the GMS. Unhighlighted sections are when on-site reviews are required after initial GMS review.</b></p>
<p>B.01 Title I expenditures:</p> <ol style="list-style-type: none"> <li>1) Align with the approved activities in the consolidated grant or timely submitted amendments</li> <li>2) Are used for allowable activities</li> <li>3) Are accurately charged by program</li> <li>4) Used for identified students/staff</li> </ol> <p>[EDGAR 34 CFR Part 76 and 80]</p>	<ol style="list-style-type: none"> <li>a. Detailed list of all Title I activities and uses of funds found in the Title I-A portion of the Consolidated Grant, including any changes made through the amendment process.</li> <li>b. Detailed expenditure report (by building) corresponding to the Title I-A activities listed in the Consolidated Grant (this must include purchase order number, date, detailed description of expenditure, purchase amount).</li> </ol> <p><b>Note:</b> Salaries and benefits for Title I staff need to be broken out by building.</p>
<p>B.02 If an LEA was authorized by WDE to use flexibility provisions under ESSA (e.g., transferability of funds into but not out of Title I-A, REAP flexible uses of funds, and/or consolidation of administration), the affected funds were spent, tracked, and reported appropriately.</p> <p>[ESSA section 5103]</p>	<ol style="list-style-type: none"> <li>a. Copy of flexible spending page from Consolidated Grant application.</li> <li>b. The WDE will use the expenditure report from Number B.01(b). The LEA does not have to submit anything, but can provide narrative if needed.</li> </ol>
<p>B.03 LEAs with Title I-A allocations of over \$500,000 used at least</p> <ol style="list-style-type: none"> <li>1) 1% for parent involvement activities, and</li> <li>2) 90% of that 1% was for activities at the school level</li> </ol>	<ol style="list-style-type: none"> <li>a. List of parent involvement activities.</li> <li>b. List of activities and expenditures showing that 90% of the 1% of allocations went directly to Title I schools, with priority given to high need schools.</li> </ol>

<p>[ESSA Section 1116(a)(3)(B)]</p>	<p>c. Sign-sheets and minutes detailing parent input in planning for the use of parent and family engagement set-aside.</p>
<p>B.04 Expenditures for educational services and benefits to eligible private/home school students shall be equal to the proportion of funds allocated to participating school attendance areas based on the number of children from low-income families who attend private/home schools.</p> <p>[ESSA section 1117(a)(4)(A)(i)]</p>	<p>a. List of expenditures showing funds expended for equitable services.</p>
<p>B.05 District set-asides for Homeless and Neglected and/or Delinquent were used to support these populations.</p> <p>[ESSA section 1113(c)(3)(A)]</p>	<p>a. The WDE will use the expenditure report from Number B.01(b). The LEA must provide narrative if the expenditure report from B.01(b) does not provide sufficient detail.</p>
<p>B.06 Equipment purchased with federal funds, including that purchased for private/home school use, were marked and inventoried and were used by the intended population</p> <p>[2 CFR 200.313]</p>	<p>a. List of all equipment (items with a useful life of a year or more and a purchase price of \$5,000.00 or more) inventory sheets.</p> <p>Note: Include specific location of equipment and the date it was purchased.</p>
<p>B.07 Personnel whose salary was paid in full, or in part with federal funds maintained and submitted the appropriate time and</p>	<p>a. List of personnel and semi-annual certifications by building who worked on a single cost objective,</p>

<p>effort documentation. This includes federal funded stipends paid to personnel.</p> <p>[OMB Circ. A-87, Time and Effort Policy]</p>	<p>b. List of personnel and PARs by building who worked on multiple cost objectives,</p> <p>c. Blanket certifications and/or sign-in sheets for personnel paid a stipend.</p>
<p>B.08 If federal grant-funded staff members are given extra-duty assignments, they are on an equitable basis as other staff members</p> <p>[ESSA Section 1115(d)]</p>	<p>a. Copy of extra-duty schedules for all staff (including job titles) in schools receiving Title I funding. The schedule also needs to note the funding stream for each staff member's salary.</p>
<p>B.09 Title I building allocations were spent only in eligible school attendance areas. If funds are insufficient to serve all eligible school attendance areas, an LEA shall annually rank and serve attendance areas exceeding 75% poverty from highest to lowest according to percentage of children from low-income families. An LEA may lower the threshold to 50% for high schools.</p> <p>[ESSA Section 1113(a)(3)]</p>	<p>a. The WDE will review the LEA's grant application to ensure schools with 75% or higher poverty were allocated funds based on rank order. The LEA may provide narrative if desired.</p>
<p>B.10 The LEA met the requirement of submitting Title I Comparability calculations to the WDE (not applicable to LEAs with only one building per grade span, non Title I schools, and Title I schools with less than 100 students).</p> <p>[ESSA section 1118(c)(1) &amp; (2)]</p>	<p>a. The WDE will review Title I Comparability calculations that were submitted through the grant application.</p>
<p>B.11 The LEA has a written parent involvement policy that is developed jointly with parents and describes how the LEA will:</p> <p>1) Involve parents in the Title I Plan (CG application);</p>	<p>a. Copy of LEA parent and family engagement policy containing all six elements.</p>



<p>2) Assist schools in parent involvement activities to improve student achievement;</p> <p>3) Build capacity for parent involvement;</p> <p>4) Coordinate parent involvement with other programs such as Head Start or Even Start; and</p> <p>5) Conduct, with the involvement of parents, an annual review of the policy; and</p> <p>6) use the results of the review of the parent involvement activities to revise and the policy to ensure greater participation by groups that are typically underserved.</p> <p>[ESSA section 1116(a)(2)]</p>	<p>b. Evidence of annual policy review and revisions (agenda, sign-in sheets, meeting minutes)</p> <p>c. Describe how the policy was distributed to parents.</p>
<p>B.12 Each Title I school has a written parent/school 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 a partnership to help children achieve the state’s academic standards. Such compact shall:</p> <p>1) Describe the school’s responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment that enables the student to meet academic standards;</p> <p>2) Indicates how the parents will support their child’s learning such as volunteering in the classroom and participate in decisions relating to the education of their children; and</p> <p>3) Addresses the importance of ongoing communication between teachers and parents.</p> <p>[ESSA Section 1116(d)]</p>	<p>a. Copy of parent/school compact containing all three elements.</p> <p>b. Evidence of parent/family agreement with the parent/school compact.</p>

<p>B.13 To build capacity for involvement, each school and LEA will provide training opportunities for parents in order to:</p> <ol style="list-style-type: none"> <li>1) Assist parents in understanding the state academic standards and methods to monitor a child's progress</li> <li>2) Enhance communication strategies to build ties between parents and the school and work with parents as equal partners</li> <li>3) provide materials and training to help parents work with their children to improve academic achievement, such as literacy training and using technology</li> <li>4) schedule meetings with parents at flexible times to maximize parental involvement and participation</li> </ol> <p>[ESSA Section 1116(e)]</p>	<ol style="list-style-type: none"> <li>a. List of training made available to parents</li> <li>b. One copy of newsletters and/or announcements to parents.</li> <li>c. Copy of sign-in sheets (with constituency group noted) and training agenda.</li> <li>d. Evidence of meetings at flexible times.</li> </ol>
<p>B.14 The LEA and Title I schools educate teachers, specialized instructional support personnel, principals, and other school leaders and staff in the value and utility of engaging parents in their student's education and enable public school personnel to participate in general professional development and school planning activities</p> <p>[ESSA section 1115(d)(1); 1115(e)(2)(B)(v); 1116(e)(3)]</p>	<ol style="list-style-type: none"> <li>a. Professional development plan</li> <li>b. Training agendas, materials, minutes</li> <li>c. Teacher surveys</li> </ol>
<p>B.15 LEAs that choose to use Title I, Part A funds to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).</p>	<ol style="list-style-type: none"> <li>a. Meeting notes of how early childhood education (ECE) and EL services are coordinated between LEA and school(s)</li> <li>b. Description of ECE activities to be funded with ESSA and demonstration of implementation</li> <li>c. Curriculum used is evidence-based and used to fidelity</li> </ol>

<p>[ESSA Section 1112(c)(7)]</p>	<p>d. Plans, procedures, or policies on data Transitions plans and processes between Head Start programs and the Title I schools</p> <p>e. Early childhood education services adhere to Head Start early outcomes framework.</p>
<p>B.16 Each Title I school holds an annual meeting to explain the programs that will be in place, as a result of Title I, Part A funds and provides additional opportunities for parents and families to participate in the planning, review, and improvement of programs throughout the year.</p> <p>[ESSA section 1116(c)]</p>	<p>a. Meeting agendas, sign-in sheets, and minutes for involvement of parents in meetings regarding the planning, and/or evaluation of the school's Title I programs.</p> <p>a. Announcement or other communication sent to parents and families in advance with options for different meeting times.</p>
<p>B.17 An LEA that receives Title 1-A funds shall prepare and disseminate an annual LEA report card that adheres to the following guidelines or provides the following information at the district and school level:</p> <p>1) report card is concise, understandable and presented in a uniform format, and accessible in other languages</p> <p>2) accessible to the public via the LEA website or provided to the public in another manner</p> <p>3) Aggregated and disaggregated student achievement information to include:</p> <ul style="list-style-type: none"> <li>● percentage of students assessed and not assessed</li> <li>● Percent Proficient/Advanced vs. Basic/Below Basic</li> <li>● This should also be compared to the state achievement</li> </ul>	<p>a. Link to the district report card on the LEA website.</p>

- The school level report card also needs to be compared to the LEA.
- 4) Graduation rates
  - 5) school quality or student success indicator
  - 3) Per pupil expenditures by funding stream (state/federal) for salary and non-personnel expenditures by school for the preceding fiscal year
  - 4) number and percentage of English Learners achieving English Language Proficiency
  - 5) Performance on the additional indicator of school quality[LK1]
  - 6) Progress toward meeting state defined long term goals
  - 7) Teacher equity data to include number and percentage of:
    - Inexperienced Teachers, Principals, and Other School Leaders
    - Teachers not teaching in the subject or field for which the teacher is certified or licensed
    - Teachers with emergency or provisional credentials
  - 8) Number and percentage of students taking the WY-Alt Assessment
  - 9) Where available, aggregated and disaggregated postsecondary enrollment
  - 10) Number and names of schools identified for Comprehensive Support and Improvement or Targeted Support and Improvement
  - 11) Office for Civil Rights Data Collection
  - 12) Description of the State Accountability system

[ESSA Section 1111(h)(1) & (h)(2)]

<p>B.18 For schools identified as Comprehensive Support and Improvement, the LEA in conjunction with school leaders, teachers, and parents develops and implements a comprehensive plan. This plan is informed by student performance relative to the state determined long-term goals, includes evidence based interventions, school level needs assessment, and addresses resource inequities.</p> <p>[ESSA section 1111(d)(1)]</p>	<p>a. Copy of the school-level needs assessment used to create the comprehensive support and improvement plan.</p> <p>b. Copy of the comprehensive support and improvement plan.</p>
<p>B.19 The LEA ensures that schools operating schoolwide programs develop and implement schoolwide plans that:</p> <ol style="list-style-type: none"> <li>1) Are based on a comprehensive needs assessment</li> <li>2) Include a description of the strategies the school will implement to address school needs and how those strategies will: <ul style="list-style-type: none"> <li>● Provide equitable opportunities for all children, including low-income students, students from major racial and ethnic groups, students with disabilities, and English learners</li> <li>● Use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education</li> <li>● Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the Wyoming Content and Performance Standards.</li> </ul> </li> </ol> <p>[ESSA section 1114(b)]</p>	<p>a. The WDE will review the copy of schoolwide programs for all schoolwide schools in the district and confirm that everything is up-to-date. The LEA does not have to provide documentation unless updates have been made, or a narrative is desired.</p> <p>b. Meeting agendas, attendance, and minutes for involvement of parents in meetings regarding the planning, evaluation of, or improvement of the school's Title I programs</p>

<p>B.20 Targeted Assistance programs have a method of systematically identifying students for support.</p> <p>Targeted Assistance programs work to:</p> <ul style="list-style-type: none"> <li>• Minimize pull-out programs for support</li> <li>• Review the progress of eligible children and revise the program as needed to support students meeting the state standards.</li> </ul> <p>[ESSA Section 1115(b)]</p>	<p>a. List of methods used to identify students for assistance.</p> <p>a. Evidence of coordination supports and services for the needs of identified students.</p> <p>b. School or lesson plans that reflect the coordination of services.</p> <p>c. Evidence of instructional programs that meet the needs of varied students.</p>
<p>B.21 If the WDE identified disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers, the LEA must include strategies to address the disparity to the identified areas.</p> <p>[ESSA Section 1112(b)]</p>	<p>a. Programs and incentives to recruit and retain teachers</p> <p>c. Support for teacher qualifications (assessments, courses, PD, etc.)</p>
<p>B.22 The LEA can describe and show evidence of an assessment and instruction system that monitors the high quality education of students, specifically the achievement gaps that may exist for historically disadvantaged subgroups utilizing summative, interim, and formative assessment types. The instructional program is well-rounded and adheres to the State Academic Standards. The assessment and instruction system should include a connection to the multi-tiered system of support (MTSS) process for meeting the needs of struggling students through targeted and intensive</p>	<p>a. Multi-tiered System of Support (MTSS) plans, procedures, or policies.</p> <p>b. District assessment plans, procedures, policies, or guidance regarding formative and summative assessments that are used to inform instruction</p> <p>c. Data meeting minutes to show progress monitoring</p>

<p>supports and specifically improves the conditions of student learning.</p> <p>[ESSA Section 1112(b); Sec 1201(a)(2)(F)]</p>	
<p>B.23 The LEA's system of assessment and progress monitoring effectively identifies students who are at-risk of not meeting Wyoming State Standards and provides the necessary interventions to improve academic achievement. The identification of students for these interventions is inclusive of students who may also be eligible for services under other programs (i.e., migrant, homeless, English learners).</p> <p>[ESSA section 1112(b)(1)]</p>	<p>a. District Assessment System description</p> <p>b. Explanation of how students are identified for interventions.</p> <p>c. Description of how student progress will be monitored to meet the challenging state academic standards.</p>
<p><i>**Additional items to be determined in the event an on-site is requested.</i></p>	

End of Title I-A Section

**C. TITLE I-D Subpart 2: NEGLECTED AND DELINQUENT**

<p><b><u>ITEM MONITORED</u></b></p>	<p><b><u>DOCUMENTATION</u></b></p> <p>Sections that are highlighted need to be sent to the WDE via the GMS. Unhighlighted sections are when on-site reviews are required after initial GMS review.</p>
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<p>C.01 Title I-D grant activities approved for funding were completed (Applicable only for Title I-D N &amp; D eligible districts). [ESSA 8305, 8306; EDGAR 34 CFR Part 76 and 80]</p>	<p>a. Detailed expenditure report corresponding to the Title I-D activities listed in the Consolidated Grant (this should include purchase order number, date, detailed description of expenditure, purchase amount).  <u>Note:</u> Salaries and benefits for Title I-D staff need to be included</p>
<p>C.02 Title I-D grant expenditures were used for allowable activities, accurately charged by program, and used for identified students and/or staff. [ESSA 1415, 8305 and 8306; EDGAR 34 CFR Parts 76 and 80]</p>	<p>a. List of activities and expenditures of allowable activities.  b. List of identified staff or programs for which expenditures were made.  <u>Note:</u> District may be asked to provide documentation, such as purchase orders/invoices, to verify program expenditures.</p>
<p>C.03 If the LEA used Title I-D grant funds differently than described in the originally approved Consolidated Grant Application, all required amendments (both programmatic and/or fiscal) were filed with WDE and in a timely fashion. [ESSA 8302; EDGAR 34 CFR Part 80]</p>	<p>a. The WDE will review amendments in the GMS. LEAs don't have to submit anything, but may provide narrative if needed.</p>
<p>C.04 Title I-D grant dollars were used to supplement and in no case supplant state or local dollars. [ESSA 1415(b)]</p>	<p>a. Use expenditure reports from Number C.01. LEAs don't have to submit anything, but may provide narrative if needed.  b. Please provide state and local funds expenditure report to show for comparison as supporting evidence that federal dollars were supplemental to state funds.</p>



<p>C.05 Personnel whose salary was paid in full, or in part with federal funds have maintained and submitted the appropriate time and effort documentation. This includes federally funded stipends or extra duty pay paid to personnel.</p> <p>[2 CFR Part 225]</p>	<ul style="list-style-type: none"> <li>a. List of Personnel and semi-annual certifications by building who worked on a single cost objective,</li> <li>b. List of personnel and PARs by building who worked on multiple cost objectives,</li> <li>c. List of personnel and blanket certifications or appropriate documentation for any stipends paid.</li> </ul>
<p>C.06 If the LEA receives Title I-D, Subpart 2 funding, there is parental involvement in planning, review, and improvement of the Neglected and Delinquent Program.</p> <p>[ESSA 1423(8)]</p>	<ul style="list-style-type: none"> <li>a. Documentation of parent-involvement activities.</li> <li>b. Copy of sign-in sheets.</li> <li>c. Copy of agendas.</li> <li>d. Copy of meeting minutes.</li> </ul>
<p>C.07 If the LEA receives Title I-D, Subpart 2 funding, the LEA provides additional allowable services, as appropriate, for the intended population.</p> <p>[ESSA Section 1424]</p>	<ul style="list-style-type: none"> <li>a. Copy of educational services provided for Neglected and Delinquent students. (if applicable)</li> <li>b. Copy of transitional plan (if applicable)</li> <li>c. List of activities</li> <li>d. Program descriptions</li> </ul>
<p>C.08 The LEA has on file a report describing the program's impact on the ability of participants to maintain and improve education achievement, accrue school credits for grade promotion, secondary school graduation, and obtaining employment after leaving the institution.</p>	<ul style="list-style-type: none"> <li>a. Sample standards based report (report cards, WY-TOPP, etc...)</li> <li>b. Graduation rates for participants</li> <li>c. Employment rate (graduate surveys, etc...)</li> </ul> <p><u>Note:</u> Information must cover the last three years and be <i>disaggregated</i> by gender, ethnicity, and age.</p>

[ESSA 1426, 1431]	
<p><i>AC.01 Equipment and non-expendable property purchased with federal funds, including that purchased for private/home school use, were marked and inventoried, and used only by the intended population.</i></p> <p><i>[ESSA 8306; EDGAR 34 CFR Parts 76 and 80; 2 CFR Part 225]</i></p>	<p><i>a. List of all equipment (items with a useful life of a year or more and a purchase price of \$5,000.00 or more) inventory sheets. <u>Note:</u> Include location of equipment and the date it was purchased.</i></p>
<p><i>AC.02 The LEA has evidence that it uses the federally required annual program evaluation document (WDE- 568) as part of program planning.</i></p> <p><i>[ESSA 1431]</i></p>	<p><i>a. Meeting minutes</i></p> <p><i>b. Program Summaries reflecting federal data collection</i></p>
<p><i>**Additional items to be determined in the event an on-site is requested.</i></p>	

**End of N & D-Neglected and Delinquent Section**

**D. TITLE II-A: SUPPORTING EFFECTIVE INSTRUCTION**

<u>ITEM MONITORED</u>	<u>DOCUMENTATION</u> Sections that are highlighted need to be sent to the WDE.
D.01 Title II-A grant activities approved for funding in last year's Consolidated Grant application were completed.	a. Detailed expenditure report corresponding to the Title II-A activities listed in the Consolidated Grant (this should

<p>[ESSA § 8302, 8305, 8306; 34 CFR Part 76 and 80]</p>	<p>include purchase order number, date, detailed description of expenditure, and purchase amount).</p> <p><u>Note:</u> Salaries and benefits for Title II funded staff needs to be included and identifiable by name.</p> <p>*The approved GMS Consolidated Grant Application will be used to verify activities, allowability, and supplement-not-supplant compliance.</p>
<p>D.02 Equipment and non-expendable property purchased with Title II-A funds, including that purchased for private/home school use, were marked and inventoried.</p> <p>[ESSA § 8305 and 8306; 34 CFR Parts 76 and 80; 2 CFR Part 225]</p>	<p>a. List of all equipment (items with a useful life of a year or more and a purchase price of \$5,000.00 or more) with inventory sheets to include location of equipment and the date it was purchased.</p> <p><u>Note:</u> Include location of equipment and the date it was purchased. If no equipment was purchased with II-A funds, please include a document stating such.</p>
<p>D.03 Personnel whose salary was paid in full, or in part with federal funds maintained and submitted the appropriate time and effort documentation. This includes federally funded stipends paid to personnel.</p> <p>[2 CFR Part 225, WDE Time and Effort Policy]</p>	<p>a. A list of personnel and semi-annual certifications by building who worked on a single cost objective,</p> <p>b. A list of personnel and PAR's by building who worked on multiple cost objectives,</p> <p>c. A list of personnel and blanket certifications and/or sign-in sheets who were paid a stipend.</p> <p><u>Note:</u> If any of these situations are not applicable, please include a document labeled D.03 stating that they are not applicable. This helps reviewers know that documentation is not missing, but rather was not relevant to the use of funds.</p>

<p>D.04 The LEA Title II-A Professional Development activities are being implemented in the following ways:</p> <ol style="list-style-type: none"> <li>1) Professional development activities impact a majority of the educators' knowledge and skills;</li> <li>2) Training was provided in how to teach, assess, and address the needs of all students, including those with special learning needs;</li> <li>3) Professional development activities were provided to recruit and retain highly effective teachers, principals, and other school leaders;</li> <li>4) Sustainable, high quality professional development activities were provided and evaluated for efficacy.</li> </ol> <p>[ESSA § 2102(b)(2)(D), 8101(42)]</p>	<ol style="list-style-type: none"> <li>a. List of II-A funded professional development activity names <u>and</u> descriptions.</li> <li>b. Narrative summary of how the above activities relate to needs.</li> <li>c. Sign-in sheets that include job titles of participants for each activity.</li> <li>d. Teacher reflection and/or administrator observation records documenting implementation and evaluation of II-A funded professional development activities.</li> </ol>
<p>D.05 All professional development activities funded with Title II-A funds have been evaluated by district staff. The evaluations have been summarized and the results analyzed.</p> <p>[ESSA § 2102(b)(2)(D), 8101(42)]</p>	<ol style="list-style-type: none"> <li>a. Overall summary of the evaluations for each professional development activity. Graphic elements can be used to meet this indicator.</li> <li>b. District-level narrative analysis of staff evaluation of II-A funded activities which interprets the summary evaluation(s) and guides decision-making regarding as to which activities are ineffective and should be discarded or which have shown an impact on student achievement and should be further pursued or modified for greater success.</li> </ol> <p><u>Note:</u> Individual participant evaluations are to be kept at the district office. It is not necessary to submit the individual participant evaluations during the desktop monitoring process.</p>

<p>D.06 If Title II-A funds were used for hiring teachers to reduce class size, then verify the following:</p> <ol style="list-style-type: none"> <li>1) Class Size Reduction (CSR) is evidence-based; and</li> <li>2) If there was a reduction in teaching force, Board of Trustees documentation must show that class-size reduction is not being used to avoid Reductions in Force (RIF).</li> </ol> <p>[ESSA Section 2103(b)(3)(D)]</p>	<ol style="list-style-type: none"> <li>a. List of class size reduction teachers hired during this grant year with Title II-A funds.</li> <li>b. Documentation and narrative explanation to show CSR (class-size reduction) improved student achievement through the hiring of additional effective teachers</li> <li>c. If there was a reduction in teaching force, submit Board of Trustees documentation that class-size reduction is not being used to avoid RIFs (we must see before and after enrollment data for class sizes).</li> </ol>
<p><i>**Additional items to be determined in the event an on-site is requested.</i></p>	

**End of Title II-A Supporting Effective Instruction Section**

**E. TITLE III: ENGLISH LANGUAGE ACQUISITION**

<u>ITEM MONITORED</u>	<u>DOCUMENTATION</u> Sections that are highlighted need to be sent to the WDE.
<p>E.01 Required Title III grant activities approved for funding in last year's Consolidated Grant application were completed.</p> <p>[ESSA 3115, 3116, and 3121; EDGAR 34 CFR Part 76]</p>	<ol style="list-style-type: none"> <li>a. Copy of Title III portion of the Consolidated Grant, with amendments. The LEA does not have to submit anything, but can provide narrative if needed.</li> </ol>

	<ul style="list-style-type: none"> <li>b. Description of completed expenditure report corresponding to the Title III activities listed in the Consolidated Grant (this should include purchase order number, date, detailed description of expenditure, purchase amount).</li> </ul>
<p>E.02 Title III grant dollars were used to supplement and in no case supplant state or local dollars. [ESSA Section 3115(g)]</p>	<ul style="list-style-type: none"> <li>a. Use expenditures report from Number E.01.</li> <li>b. Previous 2 years state and local funding expenditures.</li> </ul>
<p>E.03 Personnel paid with federal funds maintained and submitted the appropriate time and effort documentation. This includes federally funded stipends or extra duty pay. [2 CFR Part 225]</p>	<ul style="list-style-type: none"> <li>a. List of personnel and semi-annual certifications by building who worked on a single cost objective,</li> <li>b. List of personnel and PAR's by building who worked on multiple cost objectives,</li> <li>c. List of personnel and blanket certifications and/or appropriate documentation for any stipends paid.</li> </ul>
<p>E.04 No more than 2% of total Title III grant was expended on administrative activities. [ESSA 3114(b)]</p>	<ul style="list-style-type: none"> <li>a. List of administrative expenditures using Title III funds.</li> </ul>
<p>E.05 The LEA has provided opportunities for parents and families of ELs with family literacy, parent outreach, and parent training activities specifically related to the purposes of this grant. [ESSA 3115(c)(3)]</p>	<ul style="list-style-type: none"> <li>a. List of specific EL parent, family, and community engagement activities that include a full date, e.g. 12/1/2019 and time.</li> <li>b. Documentation of parent attendance in activities including full dates and times.</li> </ul>

<p>E.06 The LEA monitors students who have exited the program for four years following their exit notification. [ESSA 3121]</p>	<p>a. Copy of procedures for monitoring exited students. b. Copy of two or three completed monitoring forms.</p>
<p>E.07 The LEA has provided professional development that is of sufficient intensity and duration related to improving ELP for its staff. [ESSA 3115(c)(2)]</p>	<p>a. List of opportunities provided for staff with full dates b. Completed sign-in sheets for each professional development opportunity. Note: Sign-in sheets must include the full date, start and end time or total contact hours for each opportunity.</p>
<p>E.08 *If receiving Title III Immigrant Funds only Required Title III - Immigrant grant activities approved for funding in the Consolidated Grant application were completed. [ESSA, Section 3115(e)]</p>	<p>a. Copy of Title III - Immigrant portion of the Consolidated Grant, with amendments. The LEA does not have to submit anything, but can provide narrative if needed. b. Completed expenditure report corresponding to the Title III - Immigrant activities listed in the Consolidated Grant (this should include purchase order number, date, detailed description of expenditure, purchase amount).</p>
<p>E.09 *If receiving Title III Immigrant Funds only Title III - Immigrant funds were used to supplement and in no case supplant state or local dollars. [ESSA, Section 3115(g)]</p>	<p>a. The WDE will use expenditure report provided E.08(b). The LEA does not have to submit anything, but can provide narrative if needed. b. Provide previous 2 years' state/local funds expenditure reports for comparison with federal grant funds as evidence of using Title III to supplement state/local funds.</p>
<p>E.10 *If receiving Title III Immigrant Funds only</p>	<p>a. List of personnel and semi-annual certifications by building showing who worked on a single cost objective.</p>

<p>Personnel whose salary was paid in full, or in part with federal funds maintained and submitted the appropriate time and effort documentation. This includes stipends paid for using federal funds and extra duty paid to personnel.</p> <p>[2 CFR 400.30]</p>	<p>b. List of personnel and PAR's by building showing who worked on multiple cost objectives.</p> <p>c. List of blanket certifications and/or appropriate documentation for any stipends or extra duty paid.</p>
<p>E.11 *If receiving Title III Immigrant Funds only</p> <p>No more than 2% of total Title III-Immigrant grant was expended on administrative duties.</p> <p>[ESSA, Section 3115(b)]</p>	<p>a. List administrative expenditures using Title III-Immigrant funding.</p>
<p>E.12 *If receiving Title III Immigrant Funds only</p> <p>The LEA has provided at a minimum one of the following activities.</p> <ol style="list-style-type: none"> <li>1. Family literacy and parent outreach</li> <li>2. Support for personnel who provide services to immigrant children and youth</li> <li>3. Provision of tutorials, or mentoring, or academic and career counseling</li> <li>4. Identification and acquisition of curricular materials</li> <li>5. Basic instruction services directly attributable to the presence of immigrant children and youth</li> <li>6. Other instruction services that are designed to assist immigrant children and youth</li> <li>7. Activities coordinated with community-based organizations, institutions of higher education or private sector entities to assist parents of immigrant children and youth.</li> </ol>	<p>a. Provide a description of activity(s) provided, along with the full date and time(s), if applicable.</p>



<p>[ESSA Section 3115(e)]</p>	
<p>E.13 *If receiving Title III Immigrant Funds: The LEA provided social, emotional, cultural, and introduction to the American educational system to immigrant students and their families.</p> <p>[GEPA Section 427]</p>	<p>a. Include list of opportunities provided with full dates and times. b. Include sign-in sheets of participating attendees or specific courses/trainings offered to students.</p>
<p>E.14 *If receiving Title III Immigrant Funds: What methods and procedures will the district use to measure the effectiveness of the Title III-Immigrant funded activity(s) have had on student achievement?</p> <p>[ESSA Section 1111(c)(4)(A)(ii)]</p>	<p>a. Upload the method used to measure Immigrant children and youth achievement</p>
<p><i>AE.01 Title III grant expenditures were</i></p> <ol style="list-style-type: none"> <li>1) <i>Used for the three required activities;</i></li> <li>2) <i>Used for allowable activities;</i></li> <li>3) <i>Accurately charged by program; and</i></li> <li>4) <i>Used for English Learner students and/or staff.</i></li> </ol> <p>[ESSA 3115; EDGAR 34 CFR Parts 76 and 80]</p>	<p>a. <i>Use expenditures report submitted in GMS monitoring submission.</i></p> <p><i><u>Note:</u> District may be asked to provide documentation, such as purchase orders/invoices, to verify program expenditures.</i></p>

<p><i>AE.02 Equipment and non-expendable property purchased with federal funds, including that purchased for private/home school use, were marked and inventoried.</i></p> <p><i>[ESSA 8306; EDGAR 34 CFR Parts 76 and 80; Circular A-87]</i></p>	<p><i>a. List of all equipment (items with a useful life of a year or more and a purchase price of \$5,000.00 or more) inventory sheets.</i></p> <p><i><u>Note:</u> Include location of equipment and the date it was purchased.</i></p>
<p><i>AE.03 Equipment and/or supplies, regardless of purchase price, were used by the intended population/program.</i></p> <p><i>[ESSA 8306; EDGAR 34 CFR Parts 76 and 80]</i></p>	<p><i>a. Use equipment inventory sheets from GMS submitted E.04.</i></p>
<p><i>AE.04 Expenditures for home/private school children are equal on a per-pupil basis for public and private/home school students, teachers and other educational personnel, taking into consideration their numbers and needs.</i></p> <p><i>[ESSA 1117(3)]</i></p>	<p><i>a. Include verification that amounts are equal.</i></p>
<p><i>AE.05 If an LEA was awarded Title III funds to use for enhanced instructional opportunities for immigrant youth and children, the affected funds were spent and tracked appropriately.</i></p> <p><i>[ESSA 3115(e)]</i></p>	<p><i>a. Use expenditures report from GMS submitted E.01.</i></p>
<p><i>AE.06 District has submitted Title III evaluation/end of year report.</i></p> <p><i>[ESSA 3121]</i></p>	<p><i>a. Copy of the Title III evaluation/end of year report.</i></p>
<p><i>AE.07 The LEA has a plan to conduct timely and meaningful consultation with private school officials concerning any ELs enrolled with them who may need services.</i></p>	<p><i>a. Copy of the policy or plan to consult with private school officials.</i></p>

<i>[ESSA 3116]</i>	<i>b. Copy of the LEA affirmation of consultation with Private School officials</i>
<i>**Additional items to be determined in the event an on-site is requested.</i>	

**End of Title III- English Language Acquisition Section**

**F. TITLE IV-A: STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS**

<b><u>ITEM MONITORED</u></b>	<b><u>DOCUMENTATION</u></b>  <b>Sections that are highlighted need to be sent to the WDE.</b>
<p>F.01 Title IV-A grant activities approved for funding in last year's Consolidated Grant application were completed.</p> <p>Title IV-A grant expenditures were:</p> <ol style="list-style-type: none"> <li>1) Used for allowable activities;</li> <li>2) Accurately charged by program: and</li> <li>3) Used for students and/or staff.</li> <li>4) Did not reserve more than 2% for administrative costs.</li> </ol> <p>[ESSA §4105(c), 4106(a)(1), 4107, 4108, 4109, 8302, 8305, 8306; 34 CFR Parts 76 and 80]</p>	<p>a. Detailed expenditure report corresponding to the Title IV-A activities listed in the Consolidated Grant (this should include purchase order number, date, detailed description of expenditure, and purchase amount).</p> <p><u>Note:</u> Salaries and benefits for Title IV funded staff needs to be included and identifiable by name.</p> <p>*The approved GMS Consolidated Grant Application will be used to verify activities, allowability, and supplement-not-supplant compliance.</p>

<p>F.02 The LEA or consortium prioritized the distribution of funds to schools that are among the schools with the greatest needs, have the highest percentages or numbers of children in poverty, are identified for comprehensive support and improvement, are implementing targeted support and improvement plans, or are identified as a persistently dangerous public elementary school or secondary school under section 8532.</p> <p>[ESSA §4106(e)(2)(A)]</p>	<p>a. Narrative description of process for prioritizing schools to receive funds, including data that is/will be gathered and the stakeholders who are involved from Consolidated Grant Application</p>
<p>F.03 If Title IV-A funds were used to purchase technology infrastructure (including but not limited to equipment, software applications, and platforms) the LEA had an internet usage policy in place.</p> <p>[ESSA §4121]</p>	<p>a. Copy of the LEA's internet usage policy.</p>
<p>F.04 Equipment and non-expendable property purchased with federal funds, including that purchased for private/home school use, were marked and inventoried.</p> <p>[ESSA §8305 and 8306; 34 CFR Parts 76 and 80]</p>	<p>a. List of all equipment (items with a useful life of a year or more and a purchase price of \$5,000.00 or more) with inventory sheets to include location of equipment and the date it was purchased.</p> <p><u>Note:</u> If no equipment was purchased with IV-A funds, please include a document stating such.</p>
<p>F.05 The LEA:</p> <p>1) Engaged in <u>continued</u> consultation with the entities served by this grant in order to improve the local activities and to coordinate with other related strategies, programs, and activities being conducted in the community.</p>	<p>a. Narrative and/or documentation of <u>further consultation</u> in regards to completed or ongoing activities such as meeting agendas, minutes, and sign-in sheets listing participants' roles.</p>

<p>[ESSA §4106(c)(2)]</p>	<p><u>Note:</u> Grant planning meeting agendas, minutes, and sign-in sheets listing participants' roles are submitted in A.01.</p>
<p>F.06 Personnel whose salary was paid in full, or in part with federal funds maintained and submitted the appropriate time and effort documentation. This includes federal funded stipends paid to personnel.</p> <p>[ 2 CFR Part 225, WDE Time and Effort Policy]</p>	<p>a. A list of personnel and semi-annual certifications by building who worked on a single cost objective,</p> <p>b. A list of personnel and PAR's by building who worked on multiple cost objectives,</p> <p>c. A list of personnel and blanket certifications and/or sign-in sheets who were paid a stipend.</p> <p><u>Note:</u> If any of these situations are not applicable, please include a document stating such.</p>
<p>F.07 <u>If the district or consortium received an allocation greater than \$30,000:</u> The district or consortium conducted a comprehensive needs assessment in order to examine needs for improvement of—</p> <ul style="list-style-type: none"> <li>● Access to, and opportunities for, a well-rounded education for all students;</li> <li>● School conditions for student learning in order to create a healthy and safe school environment; and</li> <li>● Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.</li> </ul> <p>[ESSA §4106(d)(1)]</p>	<p>a. Narrative description and copy of needs assessment that addresses the program requirements</p>
<p>AF.01 <u>If the LEA received \$30,000 or more in Title IV-A funds: at least 20% of the funds were used to support activities under ESSA</u></p>	<p>a. Use GMS submitted expenditure reports, Consolidated Grant application, and amendments.</p>

<i>Section 4107, at least 20% of funds were used to support activities under ESSA Section 4108, and a portion of funds was used to support activities under ESSA section 4109.</i>	
<i>AF.02 Equipment and/or supplies, regardless of purchase price, were used by the intended population/program. [ESSA § 4106(e)(2)(F)]</i>	<i>a. Use GMS submitted equipment inventory sheet.</i>
<i>AF.03 Technology Infrastructure did not exceed 15% of the total cost of activities allowed under ESSA § 4109.</i>	<i>a. Use GMS submitted Expenditure Report.</i>
<i>**Additional items to be determined in the event an on-site is requested.</i>	

**End of Title IV- SSAE**

**G. PERKINS CAREER AND TECHNICAL EDUCATION (CTE)**

<b><u>ITEM MONITORED</u></b>	<b><u>DOCUMENTATION</u></b>
	<b>Sections that are highlighted need to be sent to the WDE.</b>
G.01 Perkins Federal CTE grant activities approved for funding in last year's Perkins Grant application were completed. [EDGAR 34 CFR Part 76 and Perkins Act of 2006, Section 135]	a. Detailed expenditure report corresponding to the Perkins activities listed in the Consolidated Grant (this should include purchase order number, date, detailed description of expenditure, and purchase amount).
G.02 Grant expenditures were:	WDE will use expenditures report from Number G.01.

<p>1) Used for allowable activities;  2) Accurately charged by program; and  3) Used for identified students and/or staff.  [Perkins Act of 2006, Section 135]</p>	<p><u>Note:</u> District may be asked to provide documentation, such as purchase orders/invoices, to verify program expenditures.</p>
<p>G.03 Equipment and non-expendable property purchased with federal funds, including that purchased for private/home school use, were marked and inventoried.  [2 CFR Part 200.313(d)(1-5)]</p>	<p>a. List of all equipment (\$5,000 or more) and pilferable property inventory sheets. Using form provided.</p>
<p>G.04 Personnel whose salary was paid in full, or in part with federal funds maintained and submitted the appropriate time and effort documentation. This includes federal funded stipends paid to personnel.  [WDE Time and Effort Policy]</p>	<p>a. List of personnel and semi-annual certifications by building who worked on a single cost objective,  b. List of personnel and PAR's by building who worked on multiple cost objectives,  c. List of personnel and blanket certifications and/or sign-in sheets who were paid a stipend.</p>
<p>G.05 The LEA integrates academics with career and technical education programs through a coherent sequence of courses to ensure learning in the core academic and CTE subjects.  [Perkins Act of 2006, Section 135- (b)(1)]</p>	<p>Select and provide <u>one sample each for two (2) of the items</u> listed below (a through d):  a. Copies of curriculum guides  b. Student handbooks  c. Teachers' lesson plans  d. School in-service</p>

<p>G.06 Students are provided with experience and understanding of an industry.</p> <p>[Perkins Act of 2006, Section 135-(b)(3)]</p>	<p>Select and provide two samples for any of the below. Please ensure that documentation is reflective of actual opportunities offered to students in the program year monitored (e.g. email invitations, flyers, student sign-in sheets, employer agreements, etc.):</p> <p>Copies of documentation for activities such as:</p> <ul style="list-style-type: none"> <li>a. Job fairs</li> <li>b. Internships</li> <li>c. Job shadowing</li> </ul>
<p>G.07 The employment needs of the region are considered by the Perkins advisory committee in the planning of career and technical education programs.</p> <p>[Perkins Act of 2006, Section 134-5]</p>	<ul style="list-style-type: none"> <li>a. Copy of advisory committee minutes, sign-in sheets and agendas (include participants and their job titles) for a minimum of <b>TWO (2)</b> meetings.</li> <li>b. Copy of local and regional survey(s) to businesses and industries and any relevant results (date of survey deployment must be reflected on documentation).</li> <li>c. Copy of Local Needs Assessment (beginning in FY 20-21)</li> </ul>
<p>G.08 The LEA provides career guidance and academic counseling for students participating in CTE programs.</p> <p>[Perkins Act of 2006, Sections 135]</p>	<ul style="list-style-type: none"> <li>a. One sample of dual enrollment with post-secondary vocational technical programs.</li> <li>b. Copy of all articulation agreements/MOU reflecting articulation of <b>CTE</b> courses for dual/concurrent enrollment. Must be signed and current.</li> <li>c. Documentation of career guidance and career exploration activities and opportunities provided to</li> </ul>



	students (e.g. career portfolios, career fairs, job shadows, internships, Kuder/Naviance programming, etc.).
<p>G.09 The LEA provides professional development activities for teachers, counselors, and administrators in best practices for CTE programs and techniques. Teachers will share best practices with other vocational and technical teachers.</p> <p>[Perkins Act of 2006, Section 135(b)(5)]</p>	<p>a. Documentation of attendance to state/national CTE and/or Career Development conferences, workshops, school in-services or association conferences.</p> <p><u>Note:</u> Federal dollars may not be used to pay individual teacher/staff membership fees to professional organizations. Documentation should reflect registration fees and associated expenses (travel costs, etc.) only.</p>
<p><i>AG.01 If the LEA used grant funds differently than described in the originally approved Perkins application, all required amendments (both programmatic and/or fiscal) were filed with WDE and in a timely fashion.</i></p> <p><i>[2 CFR Part 200]</i></p>	<p>a. <i>WDE staff will review amendments submitted in GMS and reconcile with expenditure report.</i></p>
<p><i>AG.02 Perkins grant dollars were used to supplement and in no case supplant state or local dollars.</i></p> <p><i>[Perkins Act of 2006, Section 311]</i></p>	<p>a. <i>Use expenditures report from GMS submitted indicator G.01.</i></p> <p>b. <i>Original purchase documentation reflecting expenditure source (budget) for all equipment replacements (over \$5,000.00).</i></p> <p>c. <i>Detailed local Perkins expenditure reports from the past three (3) program years.</i></p>
<p><i>AG.03 Equipment and/or supplies, regardless of purchase price, were used by the intended population.</i></p>	<p>a. <i>Use GMS submitted equipment inventory sheet from indicator G.03.</i></p>

<p><i>[2 CFR Part 200.313(d)(1-5)]</i></p>	
<p><i>AG.04 Expenditures for home/private school children are equal on a per-pupil basis for public and private/home school students, teachers and other educational personnel, taking into consideration their numbers and needs.</i></p> <p><i>[ESSA, Section 1117(a)]</i></p>	<p><i>a. Verification that home/private school expenditures were equal to that of public school students.</i></p>
<p><i>AG.05 The LEA is using strategies to implement its Transition Career Technical Education Plan submitted to WDE in June 2007.</i></p> <p><i>[Perkins Act of 2006, Section 123]</i></p>	<p><i>a. Copy of the Perkins annual report.</i></p>
<p><i>AG.06 The LEA has provided a comparison of the technical skills assessment scores for the past two years.</i></p> <p><i>[Perkins Act of 2006, Section 113]</i></p>	<p><i>a. Charts and/or graphs showing these comparisons.</i></p>
<p><i>AG.07 If technical skill assessment scores indicated a decrease in skill performance, the LEA has developed an improvement plan to determine classroom instruction and school improvement activities.</i></p> <p><i>[Perkins Act of 2006, Section 113]</i></p>	<p><i>a. Copy of improvement plan, if applicable (may be included in School Improvement Plan).</i></p>
<p><i>**Additional items to be determined in the event an on-site is requested.</i></p>	

**End of Perkins Career Technical Education (CTE) Section**

**H. Title IX-A: McKinney-Vento Homeless Children and Youth (Subgrant Districts only)**

<p>H.01 The LEA conducts an annual program evaluation to determine its effectiveness.</p> <p>[McKinney-Vento Act Section §723 (b)(1)]</p>	<p>a. Documentation of evaluation meetings through agendas, sign-in sheets, minutes, or notes. Include evidence of consultation with community partners in this evaluation.</p> <p>b. Based on evaluation, provide a detailed report on the project goals the LEA set within the subgrant application, including data on the measurable goals that you set.</p> <p>c. Based on evaluation, provide a detailed report on the Student Academic Objectives the LEA set within the subgrant application, including data on the measurable goals that were set.</p> <p>d. Based on evaluation, provide a report on the overall effectiveness of your program, including accomplishments or weaknesses. Including evidence that this subgrant expands/improves services provided as part of the regular academic program. Evidence could include longitudinal data on graduation and drop out rates by homeless subgroup, assessment performance data by homeless subgroup, internal district assessments by subgroup etc.</p> <p>NOTE: b, c, and d can all be provided in one report as long as each indicator requirement is met</p>
<p>H.02 The LEA has internal fiscal controls in place to account for the use of subgrant funds in a way that meets federal requirements.</p>	<p>a. Written contracts or MOU's for any LEA subcontractors of EHCY activities to third-party</p>

<p>[McKinney-Vento Act Section §723 (a)(3)]</p>	<p>organizations</p> <p>b. Provide up-to-date, timely and accurate Periodic Expense Report's (PER's) with uploaded documentation of all expenditures for that period. Documentation should include purchase order number, date, detailed description of the expenditure and the expenditure amount. If liaison salaries and benefits were expended, please provide a detailed list of the staff member and the amount expended for salary and benefits.</p>
<p>H.03 The LEA homeless liaison participates in state and/or national professional development sessions held to educate homeless personnel.</p> <p>[McKinney-Vento Act Section §722 (g)(6)(b)]</p>	<p>a. Evidence that the local liaison attended the annual STAR conference as required within the grant application.</p> <p>b. Evidence of additional professional development the local liaison participated in, if any.</p>

**End of McKinney-Vento (MV) Section**

**I. IDEA Title VI-B Section 611 (All Districts)**

<p>I.01 Title VI-B 611 grant activities approved for funding in Title VI-B 611 section of the Consolidated IDEA Grant Application and its amendments were completed.</p> <p>[34 CFR 300.202; EDGAR 34 CFR Part 76; and OMB 2 CFR Part 200]</p>	<p>a. Detailed list of all Title VI-B 611 activities and uses of funds NOT already provided in the Consolidated IDEA Grant Application and its amendments.</p> <p>b. Detailed expenditure report(s) for grant year being monitored showing Title VI-B 611 expenses/payments that support the activities approved within the grant application.</p>
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	Note: Salaries and benefits for Title VI-B 611 staff must be included.
<p>I.02 Title VI-B 611 grant expenditures were</p> <ol style="list-style-type: none"> <li>a. Used for allowable activities;</li> <li>b. Accurately charged by program; and</li> <li>c. Used for identified students and/or staff.</li> </ol> <p>[34 CFR 300.202; EDGAR 34 CFR Part 76; and OMB 2 CFR Part 200]</p>	<p>a. The WDE will use the expenditure report from Number I.01(b). The LEA does not have to submit anything, but can provide narrative if needed.</p> <p>Note: District may be asked to provide documentation, such as purchase orders/invoices, to verify program expenditures.</p>
<p>I.03 If the district used Title VI-B 611 grant funds differently than described in the originally approved Consolidated Grant application, all required amendments (both programmatic and/or fiscal) were filed with WDE and in a timely fashion.</p> <p>[OMB 2 CFR Part 200]</p>	<p>a. The WDE will review submitted amendments in the GMS, specifically looking at the Title VI-B 611 portion of the application, and reviewing the detailed list from Number I.01(a). The LEA does not have to submit anything, but can provide narrative if needed.</p>
<p>I.04 Grant dollars were used to supplement and in no case supplant state or local dollars.</p> <p>[34 CFR 300.202]</p>	<p>a. The WDE will use detailed expenditure report from Number I.01(b). The LEA does not have to submit anything, but can provide narrative if needed.</p>
<p>I.05 Equipment purchased with Title VI-B 611 funds, including equipment purchased for private/home school use, were marked and inventoried by the purchasing district.</p> <p>[EDGAR 34 CFR Part 76: and OMB 2 CFR Part 200]</p>	<p>a. List of all equipment (non-expendable items with a useful life of a year or more and a purchase price of \$5,000.00 or more) purchased with Title VI-B 611 funds.</p> <p>Note: Include specific location of equipment and date that it was purchased.</p>
<p>I.06 Equipment and/or supplies purchased with Title VI-B 611</p>	<p>a. The WDE will review the equipment inventory from I.05(a).</p>

<p>funds, regardless of purchase price, were used by the intended population.</p> <p>[34 CFR 300.202; EDGAR 34 CFR Part 76 and OMB 2 CFR Part 200]</p>	<p>The LEA does not have to submit anything, but can provide narrative if needed.</p>
<p>I.07 Personnel whose salaries and wages were paid in full, or in part with Title VI-B 611 funds maintained and submitted the appropriate time and effort documentation. This includes Title VI-B funded stipends paid to personnel.</p> <p>[WDE Time and Effort Policies and OMB 2 CFR Part 200]</p>	<ul style="list-style-type: none"> <li>a. List of personnel and semi-annual certifications who worked on a single cost objective and were funded 100% from Title VI-B 611.</li> <li>b. List of personnel and PARs who worked on multiple costs objective or were partially funded from Title VIB 611.</li> <li>c. List of personnel and blanket certifications, sign-in sheets, etc. who were funded from Title VI-B 611.</li> </ul>

**END of IDEA Title VI-B 611 Section**

**J. IDEA Title VI-B Section 619 (All Districts, and Behavioral Health Department)**

<p>J.01 Title VI-B 619 grant activities approved for funding in last year's Consolidated Grant application were completed.</p> <p>[34 CFR Part 300.800-818; EDGAR 34 CFR Part 76; and OMB 2 CFR Part 200]</p>	<ul style="list-style-type: none"> <li>a. Detailed list of all Title VI-B 619 activities and uses of funds NOT already provided in the Title VI-B 619 section(s) of the Consolidated Grant(s) and its amendments</li> <li>c. Detailed expenditure report(s) for grant year being monitored showing Title VI-B 619 expenses/payments that</li> </ul>
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	<p>support the activities approved within the grant application.</p> <p>Note: Salaries and benefits for Title VI-B 619 staff must be included.</p>
<p>J.02 Title VI-B 619 grant expenditures were a. Used for allowable activities; b. Accurately charged by program; and c. Used for identified students and/or staff.</p> <p>[34 CFR 300.800-818; EDGAR 34 CFR Part 76; and OMB 2 CFR Part 200]</p>	<p>a. The WDE will use the expenditure report from J.01(b). The LEA does not have to submit anything, but can provide narrative if needed.</p> <p>Note: District may be asked to provide documentation, such as purchase orders/invoices, to verify program expenditures.</p>
<p>J.03 If the district used Title VI-B 619 grant funds differently than described in the originally approved Consolidated Grant application, all required amendments (both programmatic and/or fiscal) were filed with WDE and in a timely fashion.</p> <p>[OMB 2 CFR Part 200]</p>	<p>a. The WDE will use amendments in the Title VI-B 619 section of the IDEA Consolidated Grant application, and if applicable, the detailed list from Number J.01(a). The LEA does not have to submit anything, but can provide narrative if needed.</p>
<p>J.04 Grant dollars were used to supplement and in no case supplant state or local dollars.</p> <p>[34 CFR 300.800-818]</p>	<p>a. The WDE will use the expenditure report from Number J.01(b). The LEA does not have to submit anything, but can provide narrative if needed.</p>
<p>J.05 Equipment purchased with Title VI-B 619 funds, including that purchased for private/home school use, were marked and inventoried.</p> <p>[EDGAR 34 CFR Part 76; and OMB 2 CFR Part 200]</p>	<p>a. List of all equipment (non-expendable items with a useful life of a year or more and a purchase price of \$5,000.00 or more) purchased with Title VI-B 619 funds.</p> <p>Note: Include specific location of equipment and the date it was purchased.</p>

<p>J.06 Equipment and/or supplies purchased with Title VI-B 619 funds, regardless of purchase price, were used by the intended population.</p> <p>[34 CFR 300.800-818; EDGAR 34 CFR Part 76; and OMB 2 CFR Part 200]</p>	<p>a. The WDE will review the equipment inventory from J.05. LEAs don't have to submit anything, but may provide narrative if needed.</p>
<p>J.07 Personnel whose salaries and wages were paid in full, or in part with Title VI-B 619 funds maintained and submitted the appropriate time and effort documentation. This includes Title VI-B 619 funded stipends paid to personnel.</p> <p>[WDE Time and Effort Policies and OMB 2 CFR Part 200]</p>	<p>a. List of personnel and semi-annual certifications who worked on a single cost objective and were funded 100% from Title VI-B 619.</p> <p>b. List of personnel and PARs who worked on multiple costs objective or were partially funded from Title VIB 619.</p> <p>c. List of personnel and blanket certifications, sign-in sheets, etc. who were funded from Title VI-B 619.</p>

**END of IDEA Title VI-B 619 Section**