



**Title I, Part A
Program Review
2017 – 2018**

Purpose of the Program Review

The purpose of the annual Title I, Part A program review is to examine the Local Education Agency's (LEA) implementation of the Title I, Part A grant program. The purpose of this tool is to support LEAs in assembling the documentation required for a program review and strengthen their existing Title I programs to support increased student achievement on challenging academic standards. Any questions should be directed to the appropriate Maryland State Department of Education (MSDE) Title I, Part A Point of Contact for the LEA.

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

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Component A: Staff Credentials and Certification

Components and Requirements	Example Documentation could include, but is <u>not limited to</u>:	LEA Self-Assessment	Level of Implementation (Completed by MSDE During Program Review)
Strategies to address the Needs		List the Documented Evidence to support each requirement that will be provided during the Program Review.	
Component A – Staff Credentials and Certification Requirement 1 The LEA has a system in place to ensure that all teachers and paraprofessionals in Title I schools meet statutory requirements. <i>Section 1111(g)(2)(J)</i> <i>Section 1112(c)(6)</i>	<ul style="list-style-type: none"> • List of teachers and their certification requirements for each Title I school including: <ul style="list-style-type: none"> ○ Number and percentage of teachers who have certifications and licensed in Title I schools for the 2017-2018 school year. ○ Number and percentage of teachers without required state certification and licensure in Title I schools for the 2017-2018 school year. • Written process to ensure that teachers are placed in assignments that will allow them to maintain their state certification and licensure requirements for the 2017-2018 school year. • Copies of 2017-2018 Principal Attestations with dates and signatures for each Title I school 		<input type="checkbox"/> Met <input type="checkbox"/> Not Met <u>MSDE Comments</u>

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<p style="text-align: center;">Components and Requirements</p> <p style="text-align: center;">Strategies to address the Needs</p>	<p style="text-align: center;">Example Documentation could include, but is <u>not limited</u> to:</p>	<p style="text-align: center;">LEA Self-Assessment</p> <p style="text-align: center;">List the Documented Evidence to support each requirement that will be provided during the Program Review.</p>	<p style="text-align: center;">Level of Implementation</p> <p style="text-align: center;">(Completed by MSDE During Program Review)</p>
<p>Component A – Staff Credentials and Certification</p> <p>Requirement 2 The LEA has a system in place to ensure that all instructional paraprofessionals in Title I Schoolwide Schools and Title I funded paraprofessionals in Targeted Assistance Schools meet statutory requirements in terms of credentials and assigned duties. <i>Section 1111(g)(2)(J)</i> <i>Section 1112(c)(6)</i></p>	<p>Credentials</p> <ul style="list-style-type: none"> • Verifying qualified status: AA degree or higher, and/or PRAXIS. • List of paraprofessionals and their qualifications. • Number of paraprofessionals who have met qualified status. <p>Assigned Duties</p> <ul style="list-style-type: none"> • Samples of guidance, memoranda, training materials and/or agenda of meetings for principals and teachers in Title I schools regarding the duties and assignment of paraprofessionals in Title I schools for the 2017-2018 school year. 		<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p><u>MSDE Comments</u></p>
<p>Component A – Staff Credentials and Certification</p> <p>Requirement 3 The LEA has a system in place to identify and address any disparities that result in low-income students and minority students being taught by ineffective, inexperienced, or out-of-field teachers at higher rates than other students.</p>	<ul style="list-style-type: none"> • Documentation supporting the implementation of the procedures for identifying and addressing disparities. • SAN documenting processes for identifying and addressing disparities are implemented. • Documentation from human capital, certification, or other LEA offices showing disparity data, teacher placement, etc. 		<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p><u>MSDE Comments</u></p>

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<p><i>Section 1111(g)(1)(B)</i> <i>Section 1112(b)(2)</i></p>			
<p>Component A – Staff Credentials and Certification</p> <p>Requirement 4 The LEA has a process in which parents are notified annually that they may request information regarding professional qualifications of their child’s teacher, and of paraprofessionals who provide instructional services to their children. <i>Section 1112(e)(1)(A)(i)(I-III)</i> <i>Section 1112(e)(1)(A)(ii)</i></p>	<ul style="list-style-type: none"> • Multiple dated communications which may include letters; newsletters; and school calendars in Title I schools for the 2017-2018 school year. • Copy of the dated cover letter, which includes notice of parent right to request teacher qualification information, sent to parents from each Title I school in the district in SY2017-18. • Signed assurance form attesting to the fact that all parents were sent the letter. 		<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p><u>MSDE Comments</u></p>
<p>Component A – Staff Credentials and Certification</p> <p>Requirement 5 The LEA has a process in which parent are provided timely notice when their child has been assigned or taught for 4 or more consecutive weeks by a teacher or substitute teacher who does</p>	<ul style="list-style-type: none"> • Multiple dated communications which may include letters; newsletters; and school calendars in Title I schools for the 2017-2018 school year. • If applicable, evidence that parents were notified in a timely manner if their child has been taught for four 		<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p><u>MSDE Comments</u></p>

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<p>not meet Maryland’s State certification and licensure requirements at the grade level and subject area in which the teacher has been assigned. <i>Section 1112(e)(1)(B)(ii)</i></p>	<p>or more consecutive weeks by a teacher who does not meet applicable State licensure requirements at the grade level and subject area in which the teacher has been assigned.</p>		

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Component B – Schoolwide Programs

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<p>Component B – Schoolwide Programs</p> <p>Requirement 1 The LEA ensures that schools develop schoolwide programs that use the flexibility provided to them by law to improve the academic achievement of all students in the school by including the four components in all schoolwide programs.</p> <ul style="list-style-type: none"> • Component 1: Comprehensive Needs Assessment • Component 2: Schoolwide Reform Strategies • Component 3A: Parent, Community and Stakeholder Involvement • Component 3B: Strategies to Increase Parent and Family Engagement • Component 4: Coordination with other Federal State, and Local Services, Resources, and Programs. 	<ul style="list-style-type: none"> • List of Schoolwide Schools • Copies of Comprehensive Needs Assessments • Copies of Schoolwide Plans • Written Process for annual review of schoolwide plan for 4 components and documentation of implementation of the review process. • Documentation demonstrating how findings for the LEA annual review process are addressed at the school level. • Process for parent comments if not satisfied with schoolwide plan (copy of comments if applicable). • Plan available to LEA, parents, public and in an understandable and uniform format. • The most current, dated summary of the district’s procedure for assessing areas of greatest academic need. • Current, dated schoolwide plan or 		<p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p> <p><u>MSDE Comments</u></p>

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Strategies to address the Needs		List the Documented Evidence to support each requirement that will be provided during the Program Review.	
<i>Section 1114(b)(6)</i> <i>Section 1114(b)(7)(A)</i> <i>Section 1114(c-e)</i> <i>Section 1114(b)(2)</i> <i>Section 1116</i> <i>Section 1114(b)(5)</i>	school improvement plan that incorporates the schoolwide plan for each schoolwide school. <i>THINK ABOUT: Additional examples of potential documentation aligned with the four schoolwide components.</i>		
Component B – Schoolwide Programs Requirement 2 The LEA ensures evidence-based strategies are being implemented by schools <i>Section 1114(b)(7)(A)(i-iii)</i> <i>Section 1114(d)</i>	<ul style="list-style-type: none"> • Documentation supporting the evidence-level of selected strategies, such as vetting in What Works Clearinghouse or ESSA evidence for all • Current, dated schoolwide plan or school improvement plan that incorporates the schoolwide plan for each schoolwide school, incorporating the use of evidence-based strategies. • LEA list or menu of evidence-based strategies for school selection • Vendor studies/documentation to support a program or initiative 		<input type="checkbox"/> Met <input type="checkbox"/> Not Met <u>MSDE Comments</u>
Component B – Schoolwide Programs Requirement 3 Schoolwide plans are reviewed and	<ul style="list-style-type: none"> • Documentation of LEA technical assistance. For example: meetings, trainings, guidance, varied communications etc. 		<input type="checkbox"/> Met <input type="checkbox"/> Not Met <u>MSDE Comments</u>

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<p>evaluated annually by the LEA, and revised accordingly by the schools. The LEA provides support to schools in reviewing, revising, and implementation of the plan, as necessary, including an analysis of the effectiveness of the program. <i>Section 1114(b)(3)</i></p>	<ul style="list-style-type: none"> • SAN Documents for School Improvement Team (SIT) meetings • Most current, dated copy of the written procedure for evaluating Title I program implementation and impact • Documentation to support LEA plan evaluation • Documentation demonstrating plan revision, as needed. 		

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Component C: Targeted Assistance School Programs

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Strategies to address the Needs		List the Documented Evidence to support each requirement that will be provided during the Program Review.	
Component C – Targeted Assistance School Programs Requirement 1 The LEA ensures that schools moving from Targeted Assistance to Schoolwide programs complete a planning process. The LEA provides guidance, technical assistance and support to school in the areas of needs assessment, comprehensive planning, implementation, and evaluation of a schoolwide program and requirements. <i>Section 1115(a)</i>	<ul style="list-style-type: none"> • Notification Letter to MSDE Title I Director for schoolwide planning process. • SAN Documents to include the following evidence of planning and technical assistance: <ul style="list-style-type: none"> • Initial planning meeting agenda and list of participants; • Whole-school orientation including agenda and signed roster of participants; • Planning team roster and calendar of meetings (Planning team must consist of school staff, district staff, community leaders, and parents.) • Plan approval process. 		<input type="checkbox"/> Met <input type="checkbox"/> Not Met <u>MSDE Comments</u>
Component C – Targeted Assistance School Programs Requirement 2 The LEA has a process to identify	<ul style="list-style-type: none"> • Multiple selection criteria (by school) • Description of how students are ranked by school. • Master list of all students ranked 		<input type="checkbox"/> Met <input type="checkbox"/> Not Met <u>MSDE Comments</u>

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<p>eligible children at each school who are most in need of services, who are failing, or at risk of failing, to meet the State’s challenging student academic achievement standards, including how students are ranked using multiple selection (academic) criteria. <i>Section 1115(b)(1)</i> <i>Section 1115(c)</i></p>	<p>showing only most needy students served by school.</p> <ul style="list-style-type: none"> • Documentation that the LEA/school complies with Title I teacher/para ratios prescribed by MSDE (1:8). • School schedules of Title I teachers of TA students and subject teachers delivering core instructional programs. • Exit criteria for Title I students by school. • Copy of the current, dated student selection procedure used in targeted assistance program schools to identify students for participation in the Title I program in SY2017-18. • Copy of the current school year’s (SY2017-18) student selection criteria sheets for each subject and grade served in targeted assistance programs • Copies of the current school year’s (SY2017-18) lists of students screened for selection by subject 		

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	<p>and grade served and include individual student total scores, listed in descending order. <i>To protect student confidentiality, please do not include student names.</i></p>		
<p>Component C – Targeted Assistance School Programs</p> <p>Requirement 3 The LEA helps targeted assistance schools identify, implement, and monitor effective methods and supplemental instructional strategies for small groups (1:8) of identified students, which address the following:</p> <ul style="list-style-type: none"> • Providing extended learning time • Helping to provide an accelerated, high-quality curriculum • Minimizing the removal of children from regular classroom instruction for additional services • If applicable, delivery of services, if delivered by 	<ul style="list-style-type: none"> • Documentation that the LEA/school complies with Title I teacher/para ratios prescribed by MSDE (1:8). • School schedules of Title I teachers of Targeted Assistance students and subject teachers delivering core instructional programs. • School Performance Plan • School Selection criteria process/ multiple selection criteria • School student roster matched with assigned school Title I teacher. • Evidence of LEA monitoring • Description of how services will be delivered to targeted assistance students at each school. • Description of how the services are coordinated with the regular classroom teacher. 		<p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p> <p><u>MSDE Comments</u></p>

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<p>nonprofit or for-profit external providers, with expertise in using evidence-based or effective strategies to improve student achievement</p> <p><i>Section 1115(2)(A-G)</i></p>	<ul style="list-style-type: none"> • School Plan related to areas of student deficiency tied to the Core Academic Programs and the Supplemental TA Instructional Program. • School Targeted Assistance Service Delivery Model • School master schedule to include Title I student schedule, Title I • Teachers/Para’s schedules, regular teacher schedules, and lists of students. 		
<p>Component C – Targeted Assistance School Programs</p> <p>Requirement 4 The LEA/school provided additional opportunities for professional development with Title I resources, and to the extent practicable from other sources, for teachers, principals, and paraprofessionals, including, if appropriate other staff in identifying and meeting the comprehensive needs to eligible children in the program.</p> <p><i>Section 1115(2)(D)</i> <i>Section 1115(d)</i></p>	<ul style="list-style-type: none"> • SANE documents from professional development that directly relates to identified needs of Title I students and builds the teacher/staff capacity to meet those needs. • Professional development schedules, plans, and/or calendars • Evidence that professional development related to identified needs of Title I students and builds the teacher capacity to meet those needs • Duty Schedules 		<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p><u>MSDE Comments</u></p>

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<p>Component C – Targeted Assistance School Programs</p> <p>Requirement 5 The LEA/school reviews and analyzes achievement data of the targeted assistance program(s). <i>Section 1115(b)(2)(G)(i)</i> <i>Section 1115(b)(2)(G)(iii)</i></p>	<ul style="list-style-type: none"> • Documentation of data analysis of achievement data • SAN documentation of data review meetings • Documentation of program adjustments based on data review and progress monitoring • LEA Schedules with dates for regular review for each Title I TA School. • Criteria for entering the TA program in each school. • Criteria for exiting the TA program in each school. • Lists of students, master schedules and Title I teacher assigned to each student. • Student progress monitoring (evidence of progress/ lack of progress) 		<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p><u>MSDE Comments</u></p>
<p>Component C – Targeted Assistance School Programs</p> <p>Requirement 6 For each targeted assistance school, the LEA develops, implements, and</p>	<ul style="list-style-type: none"> • LEA Monitoring Plan • LEA Schedules with dates for regular review for each Title I Targeted Assistance school. • Criteria for entering the targeted assistance program in each school. 		<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p><u>MSDE Comments</u></p>

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<p>monitors targeted assistance requirements. <i>Section 1115(b)(2)(G)(i)</i> <i>Section 1115(b)(2)(G)(iii)</i></p>	<ul style="list-style-type: none"> • Criteria for exiting the targeted assistance program in each school. • Lists of students, master schedules and Title I teacher assigned to each student. • Student progress monitoring (demonstration of progress/lack of progress) 		
<p>Component C – Targeted Assistance School Programs</p> <p>Requirement 7 Coordinate with and support the regular education program which may, for example, include services to assist preschool children in the transition from early childhood programs (Head Start) to elementary school programs <i>Section 1115(c)(1)(D)</i></p>	<ul style="list-style-type: none"> • Documentation of articulation between regular education program and Title I • SAN from collaboration meetings • Timelines with evidence of implementation 		<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p><u>MSDE Comments</u></p>
<p>Component C – Targeted Assistance School Programs</p> <p>Requirement 8 The school implements strategies to</p>	<ul style="list-style-type: none"> • Parent Involvement Plan • Parent Compacts • Parent Notifications/Newsletters • SANE 		

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<p>increase parental involvement (parents of students participating in the program are involved in school activities to enable them to make decisions about their child’s education). <i>Section 1115(b)(2)(E)</i> <i>Section 1116</i></p>	<ul style="list-style-type: none"> • Communication for non-English speakers <p><i>NOTE: these items may be available in component D – Parent and Family Engagement.</i></p>		
<p>Component C – Targeted Assistance School Programs</p> <p>Requirement 9 Integrate Federal, State, and Local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. <i>Section 1115(b)(2)(F)</i></p>	<ul style="list-style-type: none"> • Description of programs • Rosters • SAN documents • Invitations • Notices, flyers 		<p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p> <p><u>MSDE Comments</u></p>

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Component D: Parent and Family Engagement

Components and Requirements	Example Documentation could include, but is <u>not limited to</u>:	LEA Self-Assessment	Level of Implementation (Completed by MSDE During Program Review)
Strategies to address the Needs		List the Documented Evidence to support each requirement that will be provided during the Program Review.	
Component D – Parent and Family Engagement Requirement 1 The LEA involves parents and families in the development of the LEA’s Title I Parent and Family Engagement Policy/Plan. <i>Section 1116 (a)(2)</i>	<ul style="list-style-type: none"> • Current copy of the district’s Title I parent and family engagement policy/plan. • Evidence of input from parents/families: <ul style="list-style-type: none"> ○ SANE ○ Announcements/Fliers ○ Parents Feedback ○ Translated documents ○ Receipts for accommodations/interpreters • LEA policy/plan is distributed/accessible to families: <ul style="list-style-type: none"> ○ District/school website ○ Student handbook ○ School newsletters 		<input type="checkbox"/> Met <input type="checkbox"/> Not Met <u>MSDE Comments</u>
Component D – Parent and Family Engagement Requirement 2 The LEA evaluates the content and effectiveness of the Title I Parent and Family Engagement Policy/Plan. <i>Section 1116 (a)(2)(D-E)</i>	<ul style="list-style-type: none"> • Evidence LEA Policy/Plan is evaluated: <ul style="list-style-type: none"> ○ copy of annual evaluation tool/survey ○ Results of data/feedback ○ SANE • LEA Annual Evaluation Tool addresses: <ul style="list-style-type: none"> ○ Barriers to greater participation by parents ○ Needs of parents and family 		<input type="checkbox"/> Met <input type="checkbox"/> Not Met <u>MSDE Comments</u>

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	<ul style="list-style-type: none"> members to assist with the learning of their children, including engaging with school personnel and teachers. <ul style="list-style-type: none"> ○ Strategies to support successful school and family interactions. ● Revisions to policy/plan based on evaluation <ul style="list-style-type: none"> ○ SAN with Meeting notes ○ Revised LEA Parent and Family Engagement Plan/Policy 		
Component D – Parent and Family Engagement Requirement 3 The LEA ensures that all Title I schools have a school level Parent and Family Engagement Policy/Plan that meets statutory requirements and is distributed to parents and families. <i>Section 1116 (b)</i>	<ul style="list-style-type: none"> ● Current copy of schools parent and family engagement plans. <ul style="list-style-type: none"> ○ School plans meet statutory requirements. (Refer to MSDE Parent and Family Engagement School Level Checklist). ○ Evidence of LEA technical assistance and approval of school-level plan ● Evidence of input from parents/families: <ul style="list-style-type: none"> ○ SANE ○ Announcements/Fliers ○ Parents Feedback ○ Translated documents/ Receipts for accommodations/ 		<input type="checkbox"/> Met <input type="checkbox"/> Not Met <u>MSDE Comments</u>

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Components and Requirements Strategies to address the Needs	Example Documentation could include, but is <u>not limited</u> to:	LEA Self-Assessment List the Documented Evidence to support each requirement that will be provided during the Program Review.	Level of Implementation (Completed by MSDE During Program Review)
	<p style="text-align: center;">interpreters</p> <ul style="list-style-type: none"> • Evidence school parent and family engagement Plan is distributed to families of participating Title I students: <ul style="list-style-type: none"> ○ School website ○ Student handbook ○ School newsletters 		
Component D – Parent and Family Engagement Requirement 4 The LEA ensures that each Title I school has a School-Parent Compact that meets statutory requirements and is shared with parents and families. <i>Section 1116(d)</i>	<ul style="list-style-type: none"> • Current copy of the School- Parent Compact <ul style="list-style-type: none"> ○ Compact meets statutory requirements (Refer to MSDE Parent and Family Engagement School Level Checklist). ○ Evidence of LEA technical assistance and approval of Compact • Evidence of input from parents/families: <ul style="list-style-type: none"> ○ SANE ○ Announcements/Fliers ○ Parents Feedback ○ Translated documents ○ Receipts for accommodations/ interpreters • Evidence that the Compact was discussed and distributed during parent/teacher conferences or other venues 		<input type="checkbox"/> Met <input type="checkbox"/> Not Met <u>MSDE Comments</u>

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<p style="text-align: center;">Components and Requirements</p> <p style="text-align: center;">Strategies to address the Needs</p>	<p style="text-align: center;">Example Documentation could include, but is <u>not limited to</u>:</p>	<p style="text-align: center;">LEA Self-Assessment</p> <p style="text-align: center;">List the Documented Evidence to support each requirement that will be provided during the Program Review.</p>	<p style="text-align: center;">Level of Implementation</p> <p style="text-align: center;">(Completed by MSDE During Program Review)</p>
	<ul style="list-style-type: none"> • Evidence of distribution of the school’s school-parent compact <ul style="list-style-type: none"> ○ School website ○ Student handbook ○ School newsletters 		
<p>Component D – Parent and Family Engagement</p> <p>Requirement 5 The LEA ensures that Title I parents and families have input into the use of the Title I allocation for parent and family engagement at the:</p> <ul style="list-style-type: none"> a. district level b. school level <p><i>Section 1116 (a)(3)(A)</i> <i>Section 1116 (b)(3)(B)</i></p>	<ul style="list-style-type: none"> • Evidence of district level input from parents/families: <ul style="list-style-type: none"> ○ SANE ○ Announcements/ Fliers ○ Parents Feedback ○ Translated documents/ Receipts for accommodations/ interpreters • Evidence of school level input from parents/families: <ul style="list-style-type: none"> ○ SANE ○ Announcements/Fliers ○ Parents Feedback ○ Translated documents ○ Receipts for accommodations/ interpreters 		<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p><u>MSDE Comments</u></p>
<p>Component D – Parent and Family Engagement</p> <p>Requirement 6 The LEA is monitoring the implementation of Parent and Family</p>	<ul style="list-style-type: none"> • Evidence of implementation of monitoring processes as described in question 6 of the Title I application: <ul style="list-style-type: none"> ○ SANE from technical assistance, school meetings 		<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p><u>MSDE Comments</u></p>

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<p style="text-align: center;">Components and Requirements</p> <p style="text-align: center;">Strategies to address the Needs</p>	<p style="text-align: center;">Example Documentation could include, but is <u>not limited</u> to:</p>	<p style="text-align: center;">LEA Self-Assessment</p> <p style="text-align: center;">List the Documented Evidence to support each requirement that will be provided during the Program Review.</p>	<p style="text-align: center;">Level of Implementation</p> <p style="text-align: center;">(Completed by MSDE During Program Review)</p>
<p>Engagement requirements in all schools, including building the schools' and parents'/families capacity for parental involvement. <i>Section 1116 (a)(2)(B)</i> <i>Section 1116(e)(1-6)</i></p>	<ul style="list-style-type: none"> ○ Participation of LEA in school-level parent and family engagement events ● Evidence of implementing building capacity requirements: <ul style="list-style-type: none"> ○ <i>Refer to MSDE District Level Parent and Family Engagement Checklist</i> ○ <i>Refer to MSDE School Level Parent and Family Engagement Checklist</i> ● Examples of LEA evidence-based strategies ● Examples of school level evidence-based strategies 		

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Component E: Equitable Services to Students in Private Schools

<p style="text-align: center;">Components and Requirements</p> <p style="text-align: center;">Strategies to address the Needs</p>	<p style="text-align: center;">Example Documentation could include, but is <u>not limited</u> to:</p>	<p style="text-align: center;">LEA Self-Assessment</p> <p style="text-align: center;">List the Documented Evidence to support each requirement that will be provided during the Program Review.</p>	<p style="text-align: center;">Level of Implementation</p> <p style="text-align: center;">(Completed by MSDE During Program Review)</p>
<p>Component E – Equitable Services to Students in Private Schools</p> <p>Requirement 1 The LEA:</p> <ol style="list-style-type: none"> 1. Invites private schools to participate in the Title I, Part A program; 2. Reaches agreement on how to provide equitable and effective programs for eligible private school children; and 3. Transmits the results of such agreement to the State Ombudsman. <p><i>Section 1117(a)(1)(b)(1)(2)(6)</i></p>	<ul style="list-style-type: none"> • Evidence of outreach to private schools: <ul style="list-style-type: none"> ○ Approved list of private schools and approved church exempt schools ○ Certified mail receipts ○ Letters to private school officials ○ Other communications (emails, etc.) between the LEA and private schools ○ List of addresses for low-income children generating funds provided by private school officials (this may be from surveys or actual FARMs, CEP or other data). • Evidence of Agreement: <ul style="list-style-type: none"> ○ Signed consultation agreements by private school officials ○ Evidence of resolving disagreements 		<p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p> <p><u>MSDE Comments</u></p>

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<p style="text-align: center;">Components and Requirements</p> <p style="text-align: center;">Strategies to address the Needs</p>	<p style="text-align: center;">Example Documentation could include, but is <u>not limited</u> to:</p>	<p style="text-align: center;">LEA Self-Assessment</p> <p style="text-align: center;">List the Documented Evidence to support each requirement that will be provided during the Program Review.</p>	<p style="text-align: center;">Level of Implementation</p> <p style="text-align: center;">(Completed by MSDE During Program Review)</p>
	<ul style="list-style-type: none"> • Evidence of Transmitting Agreements: <ul style="list-style-type: none"> ○ Signed consultation shared with State Ombudsman ○ Email to State Ombudsman, electronic file, etc. ○ Title I application appendices 		
<p>Component E – Equitable Services to Students in Private Schools</p> <p>Requirement 2 The LEA has ongoing consultation with private school officials to provide equitable participation to students in private schools, including how the LEA ensures that services to private school students start at the beginning of the school year. <i>Section 1117 (b)(1-5)</i></p>	<ul style="list-style-type: none"> • Evidence Consultation Topics are addressed: <ul style="list-style-type: none"> ○ Refer to Topics for Consultation Checklist ○ List of participating private school students by address • Evidence of Ongoing Consultation: <ul style="list-style-type: none"> ○ SANE Documentation including Topic Specific agendas ○ Emails, notes from Phone Calls ○ Timeline for Ongoing Consultation ○ List of participating private school children 		<p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p> <p><u>MSDE Comments</u></p>

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<p style="text-align: center;">Components and Requirements</p> <p style="text-align: center;">Strategies to address the Needs</p>	<p style="text-align: center;">Example Documentation could include, but is <u>not limited</u> to:</p>	<p style="text-align: center;">LEA Self-Assessment</p> <p style="text-align: center;">List the Documented Evidence to support each requirement that will be provided during the Program Review.</p>	<p style="text-align: center;">Level of Implementation</p> <p style="text-align: center;">(Completed by MSDE During Program Review)</p>
	<ul style="list-style-type: none"> ○ Formal agreement (MOU) with other LEA to provide services to private school students. 		
<p>Component E – Equitable Services to Students in Private Schools</p> <p>Requirement 3 The LEA ensures that: teachers and families of the children participate, on an equitable basis, in services and activities developed pursuant to section 1116. <i>Section 1117 (a)(1)(B)</i></p>	<ul style="list-style-type: none"> • Evidence of Professional Development for teachers, if applicable: <ul style="list-style-type: none"> ○ Agenda topic-specific SANE ○ List of professional development activities provided or scheduled to be provided to the classroom teachers ○ Purchase orders, invoices, agendas, sign-in sheets for costs related to professional development activities for Title I funded staff that show that these costs are charged to administration. • Evidence of family engagement activities: <ul style="list-style-type: none"> ○ Agenda topic-specific SANE ○ List of family engagement activities scheduled or to be scheduled for families of participating students. 		<p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p> <p><u>MSDE Comments</u></p>

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<p style="text-align: center;">Components and Requirements</p> <p style="text-align: center;">Strategies to address the Needs</p>	<p style="text-align: center;">Example Documentation could include, but is <u>not limited</u> to:</p>	<p style="text-align: center;">LEA Self-Assessment</p> <p style="text-align: center;">List the Documented Evidence to support each requirement that will be provided during the Program Review.</p>	<p style="text-align: center;">Level of Implementation</p> <p style="text-align: center;">(Completed by MSDE During Program Review)</p>
	<ul style="list-style-type: none"> ○ Purchase orders, invoices, agendas, sign-in sheets for costs related to parent involvement activities. 		
<p>Component E – Equitable Services to Students in Private Schools</p> <p>Requirement 4 The LEA has a dispute resolution process for resolving disagreements with private schools participating in the Title I, Part A program prior to escalation to the State Ombudsman. <i>Section 1117(b)(2-6)(c)(2)</i></p>	<ul style="list-style-type: none"> ○ Copy of dispute resolution process ○ Copy of communication and/or SANE between LEA, MSDE, and/or private school official working toward resolution 		<p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p> <p><u>MSDE Comments</u></p>
<p>Component E – Equitable Services to Students in Private Schools</p> <p>Requirement 5 The LEA supervises and evaluates the Title I program serving private school students. <i>Section 1117 (d)(1)(2)</i></p>	<p>Evidence LEA Supervises: LEA Program Oversight:</p> <ul style="list-style-type: none"> ● Schedules of Title I staff ● Timeline/schedules for monitoring visits ● LEA monitoring procedures and/or reports ● Monitoring feedback letters, emails, reports or notes to Title I staff providing services or private school officials on student progress ● Sample lesson plans, student work, 		<p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p> <p><u>MSDE Comments</u></p>

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<p style="text-align: center;">Components and Requirements</p> <p style="text-align: center;">Strategies to address the Needs</p>	<p style="text-align: center;">Example Documentation could include, but is <u>not limited</u> to:</p>	<p style="text-align: center;">LEA Self-Assessment</p> <p style="text-align: center;">List the Documented Evidence to support each requirement that will be provided during the Program Review.</p>	<p style="text-align: center;">Level of Implementation</p> <p style="text-align: center;">(Completed by MSDE During Program Review)</p>
	<p>parent activities, professional development</p> <p>LEA Fiscal Oversight:</p> <ul style="list-style-type: none"> • Records of expenditures • Payroll lists for Title I staff providing Title I services to participating private school children • Copies of contracts with individuals under contract with the LEA (hourly employees) or 3rd Party vendor • Documentation that the LEA has transferred Title I funds to another LEA • Written process and procedures for ordering and storing of materials and equipment for use in the program provided to private school children <p>LEA Equipment/Materials Oversight:</p> <ul style="list-style-type: none"> • Written process and procedures for ordering and storing of materials and equipment for use in the 		

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<p style="text-align: center;">Components and Requirements</p> <p style="text-align: center;">Strategies to address the Needs</p>	<p style="text-align: center;">Example Documentation could include, but is <u>not limited</u> to:</p>	<p style="text-align: center;">LEA Self-Assessment</p> <p style="text-align: center;">List the Documented Evidence to support each requirement that will be provided during the Program Review.</p>	<p style="text-align: center;">Level of Implementation</p> <p style="text-align: center;">(Completed by MSDE During Program Review)</p>
	<p>program provided to private school children.</p> <ul style="list-style-type: none"> • Inventory records • Title I property labels <p>Qualifications of staff providing services:</p> <ul style="list-style-type: none"> • Teachers providing services meet state certification and licensure requirements • Paraprofessionals providing instructional support are under direct supervision of teacher that meets state certification and licensure. <p>Evidence of Evaluation:</p> <ul style="list-style-type: none"> • Written information and/or communication to private school officials (and contractors if applicable) regarding how the services will be academically assessed and how the results will be included in the overall evaluation of the effectiveness of the Title I program. 		

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	<ul style="list-style-type: none"> • SANE documenting modification to program, if applicable. • Progress reports/EOY reports on effectiveness of services • LEA written process and procedures for evaluating Title I Program for private schools. 		

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Component F: Education for Homeless Children and Youth

<p style="text-align: center;">Components and Requirements</p> <p style="text-align: center;">Strategies to address the Needs</p>	<p style="text-align: center;">Example Documentation could include, but is <u>not limited to</u>:</p>	<p style="text-align: center;">LEA Self-Assessment</p> <p style="text-align: center;">List the Documented Evidence to support each requirement that will be provided during the Program Review.</p>	<p style="text-align: center;">Level of Implementation</p> <p style="text-align: center;">(Completed by MSDE During Program Review)</p>
<p>Component F – Education for Homeless Children and Youth</p> <p>Requirement 1 Title I, Part A funds are used to support a coordinated effort in the LEA, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education Act. <i>Section 1112(a)(1)(B) and (b)(6)</i> <i>Section 1113(c)(3)(C)(ii)</i></p>	<ul style="list-style-type: none"> • Documentation supporting that funds were used in the agreed upon manner for allowable items. • Evidence of implementation of the LEA’s written process. <p>Examples of allowable uses include:</p> <ul style="list-style-type: none"> • Items of clothing necessary to meet a school’s dress or uniform requirement or to participate in physical education classes; • Student fees that are necessary to participate in the general education program; • Personal school supplies such as backpacks and notebooks; • Birth Certificates, Immunizations, Food, Medical and dental services, eyeglasses and hearing aids; • Counseling services to address anxiety related to homelessness that is impeding learning; • Outreach services to students living in shelters, motels, and other temporary residences; 		<p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p> <p><u>MSDE Comments</u></p>

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<p style="text-align: center;">Components and Requirements</p> <p style="text-align: center;">Strategies to address the Needs</p>	<p style="text-align: center;">Example Documentation could include, but is <u>not limited</u> to:</p>	<p style="text-align: center;">LEA Self-Assessment</p> <p style="text-align: center;">List the Documented Evidence to support each requirement that will be provided during the Program Review.</p>	<p style="text-align: center;">Level of Implementation</p> <p style="text-align: center;">(Completed by MSDE During Program Review)</p>
	<ul style="list-style-type: none"> • Extended learning time (before and after school, Saturday classes, summer school) or tutoring services, especially in shelters or other locations where homeless students live; • Parental involvement specifically oriented to reaching out to parents of homeless students; and • Fees for AP and IB testing, college entrance exams such as SAT or ACT, and GED testing for school-age students. 		
<p>Component F – Education for Homeless Children and Youth</p> <p>Requirement 2 The LEA will describe the method used for determining the amount reserved, and how the liaison was consulted or involved in determining the set-aside. <i>Section 1112(a)(1)(B) and (b)(6)</i> <i>Section 1113(c)(3)(C)(ii)</i></p>	<ul style="list-style-type: none"> • SANE documentation • Email communication • Written communication of meetings and discussions with homeless education coordinator/liaison, finance office, etc. • Evidence of consultation with LEA homeless coordinator 		<p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p> <p><u>MSDE Comments</u></p>

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Component G: Support for Foster Care Students

<p style="text-align: center;">Components and Requirements</p> <p style="text-align: center;">Strategies to address the Needs</p>	<p style="text-align: center;">Example Documentation could include, but is <u>not limited to</u>:</p>	<p style="text-align: center;">LEA Self-Assessment</p> <p style="text-align: center;">List the Documented Evidence to support each requirement that will be provided during the Program Review.</p>	<p style="text-align: center;">Level of Implementation</p> <p style="text-align: center;">(Completed by MSDE During Program Review)</p>
<p>Component G – Support for Foster Care Students</p> <p>Requirement 1 The LEA will collaborate with the State or local child welfare agency to develop and implement clear written procedures and practices to ensure educational stability for children in foster care. <i>Section 1111(g)(1)(E)</i> <i>Section 1112(c)(5)</i></p>	<ul style="list-style-type: none"> • SAN of collaboration with the child welfare agency, inclusive of the LEA foster care point of contact, and the local education agency • Email communication • Written communication of meetings and discussions with the LEA’s foster care point of contact, finance office, etc. • A written process to successfully implement these provisions continuously. • Transaction reports, if applicable <p>Examples of collaboration include:</p> <ul style="list-style-type: none"> • Ensuring that all school staff are sensitive to the complex needs of foster youth, informed about the impact that trauma has on a child’s ability to learn, appropriate interventions and strategies are in place to support them to succeed in school; • Training school staff including principals, teachers, school 		<p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p> <p><u>MSDE Comments</u></p>

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<p style="text-align: center;">Components and Requirements</p> <p style="text-align: center;">Strategies to address the Needs</p>	<p style="text-align: center;">Example Documentation could include, but is <u>not limited</u> to:</p>	<p style="text-align: center;">LEA Self-Assessment</p> <p style="text-align: center;">List the Documented Evidence to support each requirement that will be provided during the Program Review.</p>	<p style="text-align: center;">Level of Implementation</p> <p style="text-align: center;">(Completed by MSDE During Program Review)</p>
	<p>counselors, school social workers, and school enrollment personnel about the needs of children in foster care and background information about the child welfare system;</p> <ul style="list-style-type: none"> • Training on the importance of maintaining children in their schools of origin, understanding the process and factors involved in making a best interest determination, coordinating transportation plans, protecting student privacy, and maintaining accurate education records for children in foster care; and • Raising awareness and increasing knowledge about child welfare policies, (e.g. case plan requirements and other state laws pertaining to the education of children in foster care). 		

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Component H: Fiscal Requirements

Components and Requirements	Example Documentation could include, but is <u>not limited to</u>:	LEA Self-Assessment	Level of Implementation (Completed by MSDE During Program Review)
Strategies to address the Needs		List the Documented Evidence to support each requirement that will be provided during the Program Review.	
Component H – Fiscal Requirements Requirement 1- Equitable Services Table 7-8 – Line 1 Table 7-9 - All An LEA must reserve off the top of the LEA’s Title I, Part A allocation the proportional share of funds for Title I services to eligible private school students based on consultation with private school officials. This includes costs associated with instructional support, family engagement, administrative costs, professional development, etc. <i>Section 1117(a)(4)(A)</i>	<ul style="list-style-type: none"> • Approved Title I Application • Evidence of Equitable Services Expenditures to show Proportional Share <ul style="list-style-type: none"> ○ Transaction level reports ○ Salary/wages information ○ Materials, instructional supplies ○ Invoices ○ MOUs 		<input type="checkbox"/> Met <input type="checkbox"/> Not Met <u>MSDE Comments</u>
Component H – Fiscal Requirements Requirement 2 Table 7-8 – Line 2 Parent and Family Engagement- LEA must reserve at a minimum, 1% of its allocation for parental involvement	<ul style="list-style-type: none"> • Procedures for allocation of 90% to schools. • Documentation that 90% of funds were allocated to schools • Documentation that parent involvement allocations have been uploaded for schools at the 		<input type="checkbox"/> Met <input type="checkbox"/> Not Met <u>MSDE Comments</u>

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Components and Requirements	Example Documentation could include, but is <u>not limited</u> to:	LEA Self-Assessment	Level of Implementation (Completed by MSDE During Program Review)
Strategies to address the Needs		List the Documented Evidence to support each requirement that will be provided during the Program Review.	
and at least 90% of those funds must be distributed to the schools with priority given to high-needs schools Parent input is required for expenditure Title I Parent and Family Engagement spending plan. <i>Section 1116 (a)(3)(A)</i> <i>Section 1116(a)(3)(C)</i>	beginning of the school year. <ul style="list-style-type: none"> • School/LEA budgets reflect allocation • Reservations are in the LEA budget • Line items can be followed in the budget • Expenditures are charged to the line item • Expenditure Reports • LEA Transaction Level Reports of Expenditures • Support/Background Information 		
Component H – Fiscal Requirements Requirement 3 Table 7-8 Line 3 District-wide Title I Instructional Programs LEAs may reserve funds for district-wide instructional programs for Title I schools.	<ul style="list-style-type: none"> • Reservations are in the LEA budget • Line items can be followed in the budget • Expenditures are charged to the line item • Expenditure Reports • LEA Transaction Level Reports of Expenditures • Support/Background Information 		<input type="checkbox"/> Met <input type="checkbox"/> Not Met <u>MSDE Comments</u>
Component H – Fiscal Requirements Requirement 4 Table 7-8 Line 4	<ul style="list-style-type: none"> • Reservations are in the LEA budget • Line items can be followed in the budget • Expenditures are charged to the line 		<input type="checkbox"/> Met <input type="checkbox"/> Not Met <u>MSDE Comments</u>

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<p style="text-align: center;">Components and Requirements</p> <p style="text-align: center;">Strategies to address the Needs</p>	<p style="text-align: center;">Example Documentation could include, but is <u>not limited</u> to:</p>	<p style="text-align: center;">LEA Self-Assessment</p> <p style="text-align: center;">List the Documented Evidence to support each requirement that will be provided during the Program Review.</p>	<p style="text-align: center;">Level of Implementation</p> <p style="text-align: center;">(Completed by MSDE During Program Review)</p>
<p>District-wide Professional Development</p> <p>LEAs <u>may</u> reserve funds for district-wide professional development programs for Title I schools such as:</p> <ul style="list-style-type: none"> • Professional development for Title I schools that is above and beyond what the Local Education Agency program provides for all schools. 	<p>item</p> <ul style="list-style-type: none"> • Expenditure Reports • LEA Transaction Level Reports of Expenditures • Support/Background Information 		
<p>Component H – Fiscal Requirements</p> <p>Requirement 5 Table 7-8 – Line 5: Administration LEA <u>may</u> reserve funds for the cost of administering Title I Part A program. Funds reserved for Administration can only be used to administer the Title I Part A program in public and private schools. Indirect cost if charged to the grant is an administrative cost.</p>	<ul style="list-style-type: none"> • Reservations are in the LEA budget • Line items can be followed in the budget • Expenditures are charged to the line item • Indirect costs at the approved yearly rate. • Travel, Office Supplies, and technology for Title I • Administrative Office/Personnel • Administration of Title I Private school services • Support/Background Information 		<p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p> <p><u>MSDE Comments</u></p>

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<p style="text-align: center;">Components and Requirements</p> <p style="text-align: center;">Strategies to address the Needs</p>	<p style="text-align: center;">Example Documentation could include, but is <u>not limited</u> to:</p>	<p style="text-align: center;">LEA Self-Assessment</p> <p style="text-align: center;">List the Documented Evidence to support each requirement that will be provided during the Program Review.</p>	<p style="text-align: center;">Level of Implementation</p> <p style="text-align: center;">(Completed by MSDE During Program Review)</p>
<p>Component H – Fiscal Requirements</p> <p>Requirement 6 Table 7-8 – Line 6 Support for Title I Priority Schools (<i>Baltimore City Public Schools, Baltimore County Public Schools and Prince George’s County Public Schools only</i>) MSDE expects the LEA to use funds from this reservation, up to 20% of its total allocation to provide sufficient funds for a priority school to implement its intervention plan.</p>	<ul style="list-style-type: none"> • Items are aligned with approved Priority Schools Template or SIG Model and Title I Application. • Reservations are in the budget. • Line items can be followed in the budget. • Expenditures are charged to the line items. • Third Party Contracts • Professional Development • Travel, supplies and materials, and technology • Expenditure Reports • LEA Transaction Level Reports of Expenditures and Support/Background Information 		<p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p> <p><u>MSDE Comments</u></p>
<p>Component H – Fiscal Requirements</p> <p>Requirement 7 Table 7-8 – Line 7 and 8 Funds reserved under this part appear in the LEA financial system, expended on allowable support as outlined in systems according to the approved budget and meet the requirements</p>	<ul style="list-style-type: none"> • Reservations are in the budget. • Line items can be followed. • Expenditures are charged to the line items. • Third Party Contracts • Professional Development • Travel, supplies and materials, and technology • Stipends/Salaries and Wages 		<p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p> <p><u>MSDE Comments</u></p>

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<p>under UGG for use of funds.</p> <p>Support for Focus Schools in LEAs Serving Priority Schools <i>(Baltimore City Public Schools, Baltimore County Public Schools and Prince George’s County Public Schools only)</i> AND</p> <p>Support to Low Performing Title I Schools Any LEA with Focus Schools <i>(except Baltimore City Public Schools, Baltimore County Public Schools and Prince George’s County Public Schools).</i></p>	<ul style="list-style-type: none"> • Expenditure Reports • LEA Transaction Level Reports of Expenditures and Support/ Background Information 		
<p>Component H – Fiscal Requirements</p> <p>Requirement 8 Table 7-8 – Line 9 LEAs are required to reserve Title I funds if N& D programs exist in the LEA. Title I funds support a coordinated effort in the LEA, to address the needs of neglected, delinquent, and at-risk students, in accordance with the Title I, Part D, Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At-Risk.</p>	<ul style="list-style-type: none"> • SAN document cross-divisional/ programmatic meetings (e.g. ND program manager) with agenda items specifically focused on the needs of N&D and at-risk students • A list of institutions that are receiving support from these funds <i>(As listed in the detailed budget narrative section on Table 7.8 of the Title I application)</i> • Transaction level reports (invoices, MOU, etc.) • Reservations are in the LEA budget 		<p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p> <p><u>MSDE Comments</u></p>

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<p><i>Section 1113(c)(3)(A)(ii)(iii)</i></p>	<ul style="list-style-type: none"> • Line items can be followed in the budget • Expenditures are charged to the line item • Expenditures support identified students. • LEA Transaction Level Reports of Expenditures and Support/Background Information • Memorandum of Understanding (MOU) 		
<p>Component H – Fiscal Requirements</p> <p>Requirement 9 Table 7-8 – Line 10a, 10b, 10c Homeless Children and Youth Funds are reserved to provide support to children experiencing homelessness. The LEA has a plan for the use of the funds. <i>Section 1113(c)(3)(A)</i></p>	<ul style="list-style-type: none"> • Reservations are in the LEA budget • Line items can be followed in the budget • Expenditures are charged to the line item • Expenditure Reports • LEA Transaction Level Reports of Expenditures • Support/Background Information • Written plan for use of the funds. • Consultation Meetings with the LEA Homeless Education Coordinator/Liaison - should be consistent with title throughout document 		<p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p> <p><u>MSDE Comments</u></p>

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	<ul style="list-style-type: none"> • SANE. <p>Optional Cost associated with Homeless Education Coordinator/ Liaison Position.</p> <ul style="list-style-type: none"> • Reservation is in the budget. • Job description • Schedules (note who monitors/oversight) <p>Optional Cost associated with Homeless Education Transportation:</p> <ul style="list-style-type: none"> • Reservation is in the budget. • LEA calculation of excess cost for providing transportation • Written description of how the calculation was determined <i>(Requested in the Title I application - note who monitors/oversight)</i> • Invoices/payment schedule 		
<p>Component H – Fiscal Requirements</p> <p>Requirement 10 Table 7-11 Carryover Estimate <i>Section 1127</i> <i>Section 1117(a)(4)(B)</i></p>	<ul style="list-style-type: none"> • LEA Financial Report showing status of carryover was redistributed to participating areas and schools in accordance with allocation procedures • Funds remaining resulting from 		<p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p> <p><u>MSDE Comments</u></p>

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	<p>school’s unspent parent involvement funds are redistributed to Title I schools (if applicable)</p> <ul style="list-style-type: none"> • If applicable, Waiver intent indicated in the Title I Application • If applicable, Waiver Request on file at MSDE 		
<p>Component H – Fiscal Requirements</p> <p>Requirement 11 Audits The SEA ensures that the State and the LEAs are audited annually, if required, and that all corrective actions required through this process are fully implemented.</p> <p><i>UGG 200.501(b)</i></p>	<ul style="list-style-type: none"> • Single audits are conducted annually • Copies of single audit reports (2 most recent) and Corrective Action(when applicable) • LEA response to findings • MSDE follow-up reviews of findings • All required corrective actions form the audit findings are fully implemented within the agreed timeline. • Independent auditor’s report shows that the LEA has corrected all actions required. 		<p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p> <p><u>MSDE Comments</u></p>
<p>Component H – Fiscal Requirements</p> <p>Requirement 12</p>	<ul style="list-style-type: none"> • School Allocation (Per pupil calculation) reported on the Allocation Worksheet is the 		<p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p>

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<p>Rank Order The LEA ensures that it complies with the requirements of Title I when allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low income families who reside in an eligible school attendance area. Allocation to each eligible school is based on PPA.</p> <p><i>Section 1113(a)(3)(A) 34 CFR Part 200, 200.77-200.78</i></p>	<p>amount that has been uploaded and reported on the local finance budget reports.</p> <ul style="list-style-type: none"> • Charter Schools are included in the ranking • Skipped Schools have been approved by MSDE. LEA is providing and can document that skipped schools are receiving supplemental funds from other State or local resources that is at least equal to the PPA of the school that is below them in the rank order. • Continuing Eligibility schools meet the statutory definition. • The LEA ensures that new/expanding Charter School(s) received Title I funds within 5 months of opening or expanding if eligible based on rank order. • Poverty data • PPA calculation • Transfer of funds 		<p><u>MSDE Comments</u></p>

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<p>Component H – Fiscal Requirements</p> <p>Requirement 13 Supplement not Supplant The LEA shall use Federal funds received under Title I only to supplement the funds that would, in the absence of such Federal funds, be made available from non-Federal sources for the education of pupils participating in programs assisted under this part, and not to supplant such funds.</p> <p><i>Section 1118(b)</i></p>	<ul style="list-style-type: none"> • The LEA ensures that Title I funds are used only to supplement or increase non-federal sources used for the education of participating children and not to supplant funds from non-federal sources. (district and school level) • Statement of Allocation and Expenditures. • Semi-annual certification (district, schoolwide, and targeted assistance). • Time and effort for split funded staff (district, schoolwide, and targeted assistance) to include: <ul style="list-style-type: none"> ○ Job descriptions ○ Time and effort reporting ○ Personnel Activity Reports (PARs) ○ Written procedures to review Time and Effort • LEA Internal Controls and Written Procedures • Expenditure Reports • LEA Transaction Level Reports of Expenditures and 		<p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p> <p><u>MSDE Comments</u></p>

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	<p>Support/Background Information</p> <ul style="list-style-type: none"> • Most current, dated copy of the district’s supplement, not supplant policy and procedures document. 		
<p>Component H – Fiscal Requirements</p> <p>Requirement 14 Comparability Comparability of Services requires that LEAs be able to document that the services provided with State and local funds in Title I schools are comparable to those provided in non-Title I schools in the LEA. State and local funds must be used in participating schools to provide services that, taken as a whole, are "at least comparable" to services in schools that do not participate in the Title I program. If an LEA serves all of its schools (or all schools within a grade span) with Title I funds, the LEA must use State and local funds to provide services that are substantially comparable in each Title I school. <i>Section 1120A (c)(1)(A)</i></p>	<ul style="list-style-type: none"> • Support data housed at the LEA: individual school lists with staff names attached to the positions counted and excluded or funding per pupil not to be below 90% of local and state funds allocated to non-Title I schools. • Documentation of student count data. • Documentation maintained supports the report submitted by Dec. 1. • Human Resources action (LEA using student staff ratio). • Documentation for any corrective actions or the documentation of corrected allocation to schools that received less than 90% (or more than 110% if all schools are Title I). • District-wide salary schedules. • Policy ensuring equivalence among schools for personnel/funding. 		<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p><u>MSDE Comments</u></p>

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	<ul style="list-style-type: none"> • Policy ensuring equivalence among schools in the provision of curriculum materials and supplies. • Records are maintained for 3 years. • Written procedures to ensure that comparable services are provided. • Articulated (written) process on the movement of staff during the school year to meet the December 1st deadline, including validation process ensuring staff moved or added are in the schools OR local allocations to schools have been corrected on or before December 1st. 		
<p>Component H – Fiscal Requirements</p> <p>Requirement 15 Equipment and Related Property : Equipment shall be used in the program or project for which it was acquired as long as needed, whether or not the project or program continues to be supported by Federal funds. When no longer needed for the original program or project, the equipment may be used in other activities currently or</p>	<ul style="list-style-type: none"> • LEA Inventory • Policies and procedures addressing the procurement, recording, custody, use and disposition of Title I equipment • Annual physical inventory of Title I equipment • Lease agreements • Expenditure Reports • LEA Transaction Level Reports of Expenditures 		<p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p> <p><u>MSDE Comments</u></p>

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<p>previously supported by a Federal agency.</p> <p><i>EDGAR 34 CFR 80.32, UGG §and §200.314</i></p> <p>Elements:</p> <ol style="list-style-type: none"> 1. Property records must be maintained that include a description of the property, a serial number or other identification number, the source of property, who holds title, the acquisition date, and cost of the property, percentage of Federal participation in the cost of the property, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property. 2. A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years. 	<ul style="list-style-type: none"> • Support/Background Information 		

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<p>3. A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property.</p> <p>4. Adequate maintenance procedures must be developed to keep the property in good condition.</p>			
<p>Component H – Fiscal Requirements</p> <p>Requirement 16 Use of Technology Devices</p> <p>Sub-grantees must adequately safeguard all assets and must ensure that they are used solely for authorized purposes <i>34 C.F.R. § 80.20 (added in SY 2015-2016)</i></p> <p><i>Note: Prior to the LEA Program Review Onsite Visit, MSDE specialist will review the district’s technology policy and procedures.</i></p>	<ul style="list-style-type: none"> • Copy of acceptable use policy for staff and students stipulating constraints and practices of the user. • A written procedure to monitor and enforce acceptable use policies. • Documentation that the LEA has implemented their procedures for monitoring and enforcement of their acceptable use policies. • Reports • Schedules/Dates (update security i.e. firewalls, testing school based equipment, technology department installation prior to distribution of equipment) 		<p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p> <p><u>MSDE Comments</u></p>

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	<ul style="list-style-type: none"> • Staff Training (SANE) • Corrective Actions, if applicable • Units: iPads, PCs, Desktop Computer, and Phones 		

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Guiding Questions Addendum

Component	Section Name	Guiding Questions
Component A	Staff Credentials and Certification	<ol style="list-style-type: none"> 1. How does the LEA monitor to ensure that, in schoolwide schools, all teachers meet state certification and licensure requirements and all paraprofessionals are qualified? How does the LEA ensure that, in Targeted Assistance Schools, all Title I funded teachers meet state certification and licensure requirements, and all Title I funded paraprofessionals are qualified? 2. How does the LEA (Human Resources, Title I Office, and Title I School) monitor teachers who are in danger of losing their state certification and licensure requirements and inform LEA teachers about the consequences of not maintaining state certification and licensure requirements? 3. How does the LEA ensure that, in schoolwide programs, all instructional paraprofessionals, and, in targeted assistance schools, all Title I funded instructional paraprofessionals work under the direct supervision of and in close and frequent proximity with a teacher that meets state certification and licensure requirements? 4. What direction has been given to principals and teachers regarding this requirement? 5. How does the LEA ensure Title I schools are not using their instructional paraprofessionals as classroom substitutes? How does the LEA ensure that Title I teachers in targeted assistance schools are not being used as classroom substitutes? 6. How has the LEA gathered data to identify and address any disparities that result in low-income students and minority students being taught by ineffective, inexperienced, or out-of-field teachers at higher rates than other students? What processes are in place to address any disparities?
Component B	Schoolwide Programs	<ol style="list-style-type: none"> 1. How does the Title I Office monitor the implementation and effectiveness of the 4 components of the schoolwide plan throughout the school year? 2. What assistance does the LEA provide to schools for improving the ongoing quality of their schoolwide programs? 3. How does the LEA ensure that schools annually review and revise their schoolwide plans with parents and representatives of the school community? 4. How does the LEA and schools use student achievement and other school-level data to make decisions about the implementation of the schoolwide plan, including decisions about instructional changes, professional development, and the consolidation and use of Title I funds with other Federal, State, and Local funds to support the schoolwide program plan?

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Component	Section Name	Guiding Questions
Component C	Targeted Assistance Schools	<ol style="list-style-type: none"> 1. How will the Title I Office verify that each School Plan includes and addresses the required elements of Targeted Assistance Programs? 2. How will the Title I Office monitor the implementation of the Targeted Assistance Programs in each school? (staffing, student eligibility, professional development, parent involvement) 3. How does the Title I Office ensure that principals do not require Title I teachers and paraprofessionals to substitute in regular classrooms when there is a need? 4. How does the Title I office ensure that the TA program supplements (not supplants) in terms of fiscal and programmatic requirements? 5. How does the Title I Office ensure TA principals understand all TA requirements? 6. How does the Title I Office maintain copies of LEA guidance or communications to schools and parents about targeted assistance program requirements? 7. How does the Title I Office and Title I TA schools maintain samples of training materials, agenda, or schedules of local or school-specific professional development to help schools to build their capacity to plan and implement targeted assistance programs? 8. How does the Title I Office ensure that all Title I funded equipment and materials are only used by Title I teachers/paraprofessionals with Title I students are necessary for the TAS Title I program? 9. How do the LEA and TA schools use student achievement and other school-level data to make decisions about the implementation of the targeted assistance plan, including decisions about effective instructional methods and strategies, professional development, and coordination with the regular education programs?
Component D	Parent and Family Engagement	<ol style="list-style-type: none"> 1. How does the LEA monitor and provide technical assistance to school on: <ol style="list-style-type: none"> a. School Level Parent Involvement Plan; b. Parent involvement programs and activities; c. School-Parent Compact; and d. Spending of the 90% of the 1% parent involvement fund 2. How does the LEA use the MSDE “Parent Involvement Checklist” for the District Level Policy, School Level Plan, and the School-Parent Compact?
Component E	Equitable Services to Students in Private Schools	<ol style="list-style-type: none"> 1. How does the Title I Office ensure that it has conducted timely and meaningful consultation, and has discussed all required topics? 2. How does the Title I Office determine that only eligible private school children are receiving Title I services?

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Component	Section Name	Guiding Questions
		<ol style="list-style-type: none"> 3. How does the Title I Office ensure that the Title I services are supplemental, and that they are being provided by a state certified teacher highly qualified LEA employee, or through a contractor? 4. How does the LEA assess the Title I program and the achievement of participating students against agreed-upon standards? 5. How does the Title I Office regularly supervise and monitor its Title I program being provided to eligible private school children? 6. How does the Title I Office maintain control of the Title I program, including the Title I funds, materials, equipment and property that support services to private school children? 7. How does the LEA ensure that contracts with third party contractors to provide services to private school children and the administrative costs for the contractor are taken “off the top”? 8. How does the LEA ensure that services to private school children are being implemented at the beginning of the school year?
Component F	Education for Homeless Children and Youth	<ol style="list-style-type: none"> 1. How does the LEA ensure Title I, Part A set-aside funds are used for homeless children who do not attend participating Title I schools including educationally related support services to children in shelters and other locations where children experiencing homelessness may live? 2. How often are expenditures monitored with the McKinney-Vento Homeless Education Coordinator? 3. Does the LEA have a written process for determining the set-aside amount for children and youth experiencing homelessness?
Component G	Support for Foster Care Students	<ol style="list-style-type: none"> 1. Does the LEA have a written process for ensuring educational stability for children in foster care? 2. How does the LEA document collaboration efforts?
Component H	Fiscal Requirements	<ol style="list-style-type: none"> 1. Does the LEA have written job descriptions on file with Human Resources that accurately reflect the duties of administrative personnel charged to Title I? 2. Does the LEA have a written procedure for reporting time and effort, maintaining PARs? Who reviews and how often are adjustments made to actual distribution? 3. How does the LEA determine if school purchases made with Title I funds are allocable and allowable, reasonable and necessary and that they supplement, not supplant? 4. How often are expenditures monitored by the LEA? Who monitors the expenditures? 5. How does the LEA monitor inventoried equipment, including location of equipment and use

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Component	Section Name	Guiding Questions
		<p>(schoolwide, targeted and private schools)?</p> <ol style="list-style-type: none"> 6. How does the LEA monitor the required reservations? (spend down of expenses and usage) 7. How does the Title I Office collaborate with the Finance Department to make certain that findings in areas such as personnel, time and effort, inventory, written financial procedures, and written procurement procedures are shared? 8. How does the Title I Office ensure that Title I School Spending Plans (school allocations and parent involvement) comply with federal requirements and regulations? 9. How does the Title I Office maintain documentation to support purchases that are reasonable and necessary and are supplemental and not supplanting? 10. Does the Title I office process budget/program amendments according to MSDE guidelines? 11. Are schools and central office following the LEA procurement procedures/policies?
	Comparability	<ol style="list-style-type: none"> 1. How does the LEA validate the accuracy of the data collected and reported to MSDE in the Comparability Report? 2. How does the LEA (reporting student staff ratio) validate that staff moved and (or) added are in the schools on or before December 1st? 3. How does the LEA validate the local/state funds were adjusted? (Only LEA using funding to test comparability)?

Title I School Level Parent and Family Engagement Plan and School Parent Compact Checklist

Section 1116

LEA: _____

School: _____

_____ Meets Requirements (M)

_____ Does not meet the requirement (NM)

Does the school have a current year school parent and family engagement plan and school parent compact?

General Requirements: Section 1116 (b) (d)	Yes	No
1. Jointly developed, and distributed, to parents of participating Title I students in a format and written in a language parents/families can understand. Section 1116 (b) and (d) a. Parent and Family Engagement Plan _____ b. School-Parent Compact _____		
2. Parents of participating Title I students are involved in the decisions regarding the spending of the parent involvement fund. Section 1116 (3)(B)		
Parental Comments re Sect 1112		
Policy Involvement: Section 1116 (c)		
1. Schools convene an annual meeting, at convenient times, to inform parents of the school's role and requirements in implementing Title I, and the right of parents to be involved? Sec.1116 (c)(1)		
2. Schools offer a flexible number of meetings, such as morning and evening. Section 1116 (c)(2)		
3. Involve parents of participating Title I students in an ongoing and timely way in the program planning, review, and improvement of the: Section 1116 (c)(3) a. School Parent and Family Engagement Plan b. Schoolwide plan		
4. Parents/families will be provided timely information about school programs. Sec. 1116 (c)(4)(A)		
5. The Parent and Family Engagement Plan advises that if the schoolwide program plan (1114) is not satisfactory to parents, submit any parent comments on the plan when the school makes the plan available to the local educational agency. Section 1116 (c)(5)		
School-Parent Compact - Shared Responsibility: Section 1116 (d)		
1. The school-parent compact outlines how parents/families, school staff, and students share responsibility for improved student academic achievement? Section 1116 (d)		
2. School Responsibilities: Describe how the school will: <input type="checkbox"/> Provide high-quality curriculum and instruction that enables children to meet the State's academic achievement standards and a supportive and effective learning environment that enables children to meet the State's academic achievement standards. Section 1116 (d)(1) <input type="checkbox"/> Conduct annual parent-teacher conferences in elementary schools during which the compact is discussed as it relates to a child's achievement. Section 1116 (d)(2)(A) <input type="checkbox"/> Provide frequent reports to families on their child's progress. Section 1116 (d)(2)(B) <input type="checkbox"/> Provide reasonable access to staff including opportunities to volunteer and participate in the child's class and observation of classroom activities. Section 1116 (d)(2)(C) <input type="checkbox"/> Ongoing basis, ensuring regular two-way, meaningful communication between home and school, and in a language the family members can understand. Section 1116 (d)(2)(D)		
3. Parent Responsibilities: Describe how parents/families will be responsible for their child's learning (i.e., classroom volunteering, participating in decision-making, use of extracurricular time.) Section 1116 (d)(1)		
4. Student Responsibilities: Describe ways students will support their own academic achievement. Section 1116 (d)		
Building Capacity: Section 1116 (e)	Yes	No
The Plan describes how the school will build the schools' and parents'/families capacity for parental involvement		
1. Provide assistance to parents/families in understanding the State academic standards, State and local academic assessments, and how to monitor a child's progress, and how to work with educators to improve the achievement of their children Section 1116 (e)(1)		
2. Provide materials and training to help parents work with their children to improve academic achievement, such as		

**Title I School Level Parent and Family Engagement Plan and School Parent Compact Checklist
Section 1116**

literacy training and using technology. Section 1116 (e)(2)		
3. Educate school personnel (teachers, specialized instruction support personnel, principals and other school leaders) with parental assistance on how to work with parents as equal partners in their child’s educational process. Section 1116 (e)(3)		
4. To the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other programs such as parent resource centers. Section 1116 (a)(2)(C) and (e)(4)		
5. Ensure information related to school and parent/family programs, meetings, and other activities is shared with parents in a format and, to the extent practicable, in a language the parents can understand. Section 1116 (e)(5)		
6. Provide such other reasonable support (provide literacy training, pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, provide a variety of meeting times and locations) for parental involvement activities as parents may request. Section 1116 (e)(14)		
Accessibility: Section 1116 (f)		
To the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. Section 1116 (f)		

Title I District Level Parent and Family Engagement Policy/Plan Requirements - Section 1116: Check list

LEA: _____ Reviewer: _____ Date Reviewed: _____

The LEA has a current year parent and family engagement plan/policy. Yes ___ No ___ Section 1116 (a)(2)

A. Written Policy (Section 1116 (a)(1)(2))	Yes	No
1. Establish LEA's expectations and objectives for meaningful parent and family involvement Section 1116 (a)(1)(2)		
2. Parent and family member input: <ul style="list-style-type: none"> a. Jointly developed a written parent and family engagement policy that is agreed on with, and distribute to parents and family members of participating children _____ Section 1116 (a)(2) b. Jointly developed the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d). _____ Section 1116 (a)(2)(A) c. Involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities. _____ Section 1116 (a)(3)(A) 		
3. Provides coordination, technical assistance, and other support necessary to assist and *build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance. <i>(This may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education)</i> . Section 1116(a)(2)(B)		
4. Coordinates and integrates parent and family engagement strategies with other relevant Federal, State, and local laws and programs, to the extent feasible and appropriate 1116(a)(2)(C)		
5. Conducts with the involvement of parents an annual evaluation of the content and effectiveness of parent involvement policy addressing: (Sec. 1116 (a)(2)(D)(E)) <ul style="list-style-type: none"> a. barriers to greater participation by parents _____ b. the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers _____ c. strategies to support successful school and family interactions _____ d. used findings from evaluation to design/revise the policy/plan incorporating evidence-based strategies for more effective parental involvement 		
6. The LEA's policy/plan includes at least one of the following strategies: <ul style="list-style-type: none"> a. Supporting schools and nonprofit organizations in providing professional development for the LEA and school personnel regarding parent and family engagement strategies. _____. b. Supporting programs that reach parents and family members at home, in the community, and at school. _____ c. Disseminating information on best practices focused on parent and family engagement. _____ d. Collaborating or providing subgrants to schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement. e. Engaging in any other activities and strategies the LEA determines are appropriate and consistent with such agency's parent and family engagement policy/plan. 		

Title I District Level Parent and Family Engagement Policy/Plan Requirements - Section 1116: Check list

B. *Building Capacity: Section 1116(a)(2)(B)		
The Plan describes how the LEA will build the schools' and parents'/families capacity for parental involvement		
1. Provide assistance to parents/families in understanding the State academic standards, State and local academic assessments, and how to monitor a child's progress, and how to work with educators to improve the achievement of their children. Section 1116 (e)(1)		
2. Provide materials and training to help parents work with their children to improve academic achievement, such as literacy training and using technology. Section 1116 (e)(2)		
3. Educate school personnel (teachers, specialized instruction support personnel, principals and other school leaders) with parental assistance on how to work with parents as equal partners in their child's educational process. Section 1116 (e)(3)		
4. To the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other programs such as parent resource centers. Section 1116 (a)(2)(C) and (e)(4)		
5. Ensure information related to school and parent/family programs, meetings, and other activities is shared with parents in a format and, to the extent practicable, in a language the parents can understand. Section 1116 (e)(5)		
6. Provide such other reasonable support (provide literacy training, pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, provide a variety of meeting times and locations) for parental involvement activities as parents may request. Section 1116 (e) (14)		

Equitable Services Topics of Consultation:

Below are topics that should be discussed in consultation for each Title program. Please mark if topics have been addressed:

Section 1117(b)(1)	Consultation Topic
	A. How the children's needs will be identified.
	B. What services will be offered.
	C. How, where, and by whom the services will be provided.
	D. How the services will be academically assessed and how the results of that assessment will be used to improve those services
	E. The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, the proportion/amount of funds that are allocated for such services, and how that proportion/amount of funds is determined
	F. The method or sources of data that are used to determine the number of children from low-income families in participating school attendance areas who attend private schools
	G. How and when the LEA will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers
	H. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school official an analysis of the reason why the LEA has chosen not to use a contractor
	I. Whether the LEA shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor
	J. Whether to provide equitable services to eligible private school children (1) by creating a pool or pools of funds with all of the funds allocated based on all the children from low-income families in participating school attendance area who attend private schools or (2) in the LEA's participating school attendance area who attend private schools with the proportion of funds allocated based on the number of children from low-income families who attend private schools
	K. When, including the approximate time of day, services will be provided
	L. Whether to consolidate and use funds provided in coordination with eligible funds available for services to private school children under application programs