

Title I, Part A Improving the Academic Achievement of the Disadvantaged

LEA

Program Monitor

Date

School/Building Selection Guidance for Evidence Documentation

Please provide documentation for *each* building being monitored with the exceptions of items 1.1 and 1.14, where building-level evidence is requested. When a description is requested as evidence, please provide up to 200 words.

1. Desk Review

- **Local Educational Agency's (LEAs) with student enrollment of 5,000 and under:** Submit documentation for *one targeted assistance and one Title I, Part A schoolwide school with the highest per pupil expenditure (PPE)*. (Note: If the LEA has only one Title I, Part A school, send documentation for that school. If LEA has only targeted assistance schools, send documentation for two schools with the highest PPE. If LEA has only schoolwide schools, send documentation for two schools with the highest PPE.) *Note: Unless noted below (items 1.1 and 1.14), please follow these directions for determining building level evidence.*
- **LEAs with student enrollment of 5,001 and over:** Submit documentation for *two targeted assistance and two Title I, Part A schoolwide schools with the highest PPE*. (Note: If the LEA has less than four Title I, Part A schools, send documentation for all schools. If LEA has only targeted assistance schools, send documentation for the three targeted assistance schools with the highest PPE. If LEA has only schoolwide schools, send documentation for the three schoolwide schools with the highest PPE.) *Note: Unless noted below (items 1.1 and 1.14), please follow these directions for determining building level evidence.*
- The Office of Superintendent of Public Instruction (OSPI) staff may request documentation for additional buildings based on initial review.

2. On-site Review

- Submit building documentation *only* for the buildings identified by OSPI for on-site reviews. *Note: Unless noted below (items 1.1 and 1.14), please follow these directions for determining building level evidence.*

See the *Title I CPR Technical Assistance Guide 2018-19* for more information.

Item	Description	Evidence	Determination	Actions Required	Comments
1.1	<p>Ranking and Building Allocations <i>Title I, Part A funds are used for eligible attendance areas and follow the ranking and allocation rules. Sec 1113(a)(b)</i></p> <p><i>Ranking & Allocating Title I, Part A Funds:</i> http://www.k12.wa.us/Title/ProgramFunds.aspx</p>	<p>LEA Level</p> <p><input type="checkbox"/> A. Detailed Title I, Part A expenditure report for <i>each</i> Title building served in the 2017–18 school year. There should be a separate report submitted for EACH Title-served building. The reports must show:</p> <ul style="list-style-type: none"> • Amount of 2017–18 Title I, Part A funds allocated to the building. • Total 2017–18 Title I, Part A expenditures for each building. <p><i>Note: Please label reports by building or attach a location code key.</i></p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Action Plan Approved</p> <p><input type="checkbox"/> Evidence Needed</p> <p><input type="checkbox"/> Noncompliant</p> <p><input type="checkbox"/> N/A</p>		
1.2	<p>Notification to Parents <i>Parents May Request Teacher and Para Qualifications</i></p>	<p>LEA or Building Level</p> <p><input type="checkbox"/> A. Dated copy of notification (e.g. handbook, newsletter, or letter) to</p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Action Plan Approved</p> <p><input type="checkbox"/> Evidence Needed</p>		

	<p>At the beginning of each school year, the LEA notifies parents in all Title I, Part A served buildings that they may request information regarding the professional qualifications of the student's classroom teachers and paraeducators, when applicable. Sec 1112 (e)(1)(A); 34 CFR 200.61(a)</p> <p>Notification to Parents Template: http://www.k12.wa.us/Title/ParentFamilyEngagement/TeacherQualificationsTemplates.aspx</p>	<p>parents that they may request information regarding the professional qualifications of their student's teachers (must be provided to parents/families at the beginning of school year).</p>	<p><input type="checkbox"/> Noncompliant <input type="checkbox"/> N/A</p>		
<p>1.3</p>	<p>Annual LEA Report Card The LEA annually provides a report card to parents and community. Sec 1111(h)(2)(C)</p> <p>The purpose of this requirement is that families and the community have access to information on school/LEA performance and are provided with information on how to use it.</p> <p>There is no LEA-level National Assessment of Educational Progress (NAEP) data for LEA Report Card. The required OSPI State NAEP report card for reading/math at grades four and eight is at http://reportcard.ospi.k12.wa.us/naepCurrent.aspx?domain=NAEP&groupLevel=LEA&schoolId=1&reportLevel=State&year=2012-13&gradeLevelId=4&waslCategory=1&yrs=2012-13.</p>	<p>LEA Level</p> <p>Report Card Information to Parents and the Community Note: LEA may directly link (or provide explicit instructions) to its specific information on the OSPI Report Card website; however, it is important the LEA communicates how to access or use the information. Additionally, because there may be parents or community members who do not have access to the Internet or computer, an additional non-digital notification method must also be used.</p> <p><input type="checkbox"/> A. Evidence of how annual LEA report card information is disseminated and explained:</p> <ul style="list-style-type: none"> • To families with children enrolled in the LEA. • To the larger community (e.g. newsletter, website, email). <p><input type="checkbox"/> B. One of the following:</p> <ol style="list-style-type: none"> 1. Indicate in the comment box that the LEA uses OSPI's report card to satisfy this requirement; or 2. Copy of customized LEA report card information provided to families. If LEA provides its own report card, it must include: 	<p><input type="checkbox"/> Compliant <input type="checkbox"/> Action Plan Approved <input type="checkbox"/> Evidence Needed <input type="checkbox"/> Noncompliant <input type="checkbox"/> N/A</p>		

		<ul style="list-style-type: none"> • State assessment data for LEA. • Disaggregated Student Achievement Data on state assessments. • Participation rates on state assessments. • NAEP – State NAEP percentage of students at each achievement level in reading and math for grades 4 and 8 for “all students” groups (from OSPI state Report Card). 			
1.4	<p>LEA Parent Family Engagement Policy</p> <p>Policy and Other Requirements <i>Contains all of the required elements. Sec 1116(a)(2)</i></p> <ul style="list-style-type: none"> • LEA must develop jointly with, agree on, and distribute to parents the parent family engagement policy. Sec 1116(a)(2)(A) • Provide coordination and technical assistance to participating schools in planning effective parent family engagement activities to increase academic achievement. Sec 1116(a)(2)(B) • Build school and parent capacity for strong parent family engagement as described in Sec 1116(a)(2)(B) • Coordinate with programs that promote parent family engagement strategies (Head Start, etc.). Sec 1116(a)(2)(C) • Conduct with parents an annual evaluation for content and effectiveness and address barriers to greater parental participation. Sec 1116(a)(2)(D) • Involve parents in the activities of the schools. Sec 1116(a)(2)(F) 	<p>LEA Level</p> <p>Policy</p> <p><input type="checkbox"/> A. Dated copy of current board approved LEA parent and family engagement (PFE) policy with the Every Student Succeeds Act (ESSA) language.</p> <p><i>Examples of Evidence:</i></p> <ul style="list-style-type: none"> • LEA adopts OSPI’s LEA PFE Policy with ESSA Language • WSSDA PFE policy packet 4130. • LEA’s designed PFE policy with ESSA components <p>Policy Participation</p> <p><input type="checkbox"/> B. Copy of dated parent notification inviting parents to participate in development of PFE policy/procedures.</p> <p><i>Examples of evidence:</i> Letter, community newsletter, local community newspaper, mailer, email (<i>email alone will not be considered compliant</i> – LEAs must use an additional form of notification when notifying parents about their opportunity to participate in the development of the policy).</p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Action Plan Approved</p> <p><input type="checkbox"/> Evidence Needed</p> <p><input type="checkbox"/> Noncompliant</p> <p><input type="checkbox"/> N/A</p>		

	<p>Find the LEA and School Side-by-Side Required Policy Components at http://www.k12.wa.us/TitleI/ParentFamilyEngagement/LEAPolicy.aspx</p>	<p>Technical Assistance to Title I Served Buildings – Required Strategies</p> <p><input type="checkbox"/> C. Description of how the LEA’s Title I, Part A leadership supports building principals in participating schools to implement the PFE required strategies.</p>			
1.5	<p>One Percent Parent and Family Engagement Funds <i>The LEA ensures parents have the opportunity to be involved in decisions regarding the one percent parent and family engagement funds (applies only to LEAs that receive an allocation of \$500,000 or greater). Sec 1116(a)(3)</i></p> <p><i>Note: Under ESSA, the LEA may reserve 10% of its PFE funds for LEA activities and 90% for Title I, Part A schools. This is a change from NCLB, which was 5% for LEAs and 95% for Title I, Part A schools.</i></p>	<p>LEA Level</p> <p><input type="checkbox"/> A. LEA total allocation is less than \$500,000 – this is not applicable.</p> <p><input type="checkbox"/> B. Evidence documenting parent input on decisions about how funds will be used for parent and family engagement activities.</p> <p><i>Evidence must include all of the following:</i></p> <ul style="list-style-type: none"> • Dated meeting announcement. • Dated and labeled agenda. • Sign-in sheets. • Detailed recommendations. <p><input type="checkbox"/> C. Description of how LEA incorporates parent input into the LEA/school’s use of funds for parent and family engagement.</p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Action Plan Approved</p> <p><input type="checkbox"/> Evidence Needed</p> <p><input type="checkbox"/> Noncompliant</p> <p><input type="checkbox"/> N/A</p>		
1.6	<p>Complaint Procedures <i>The LEA disseminates free of charge to parents of students, and to appropriate private school officials or representatives, adequate information about the Title I, Part A written complaint procedures for resolving issues of violation(s) of a federal statute or regulation that applies to Title I, Part A programs. Chapter 392-168 WAC Special Services Programs-Citizen Complaint Procedures for Certain Categorical Federal Programs.</i></p> <p>http://www.k12.wa.us/TitleI/CitizenComplaint.aspx</p>	<p>LEA or Building Level</p> <p><input type="checkbox"/> A. Description of the LEA or school’s process to ensure OSPI’s Federal Program complaint procedures are distributed to parents of students in a Title I, Part A school.</p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Action Plan Approved</p> <p><input type="checkbox"/> Evidence Needed</p> <p><input type="checkbox"/> Noncompliant</p> <p><input type="checkbox"/> N/A</p>		
1.7	<p>School (Building) Level Parent Family Engagement Section 1116 (b)(c)(d)(e)</p>	<p>Building Level</p> <p>PFE Policy/Plan Participation</p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Action Plan Approved</p> <p><input type="checkbox"/> Evidence Needed</p> <p><input type="checkbox"/> Noncompliant</p>		

<p><i>Each Title I school must jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy/plan, agreed on by such parents, that shall describe the means for carrying out the requirements in the following areas:</i></p> <p>1. Policy/Plan Participation</p> <p><i>a. Conduct an annual meeting to inform families about their Title I benefits and rights</i></p> <p><i>b. Provide timely information about curriculum, academic assessments, and measuring student progress</i></p> <p><i>c. Provide opportunities for parents/families to give input in Schoolwide and Targeted Assistance program services.</i></p> <p><i>Find the LEA and School Side-by-Side Required Policy Components at http://www.k12.wa.us/TitleI/ParentFamilyEngagement/LEAPolicy.aspx</i></p> <p>2. School-Parent Compact – <i>Shared responsibility between school, parent/family and student to support student success. The School-Parent Compact is an agreement outlining how:</i></p> <p>a. Parents/School/Student will build and develop school-home partnerships.</p> <p>b. The school will provide high-quality curriculum and instruction in a supportive and effective learning environment.</p> <p>c. Parents will support student learning at home and in school.</p> <p>d. Teachers and parents communicate on an on-going basis through (at a minimum):</p> <p>i. Parent-teacher conference in elementary schools, at least;</p>	<p><input type="checkbox"/> A. Copy of current dated school parent and family engagement policy/plan with all required elements.</p> <p><input type="checkbox"/> B. Description of how school ensures parents participate in the development of the school (building) parent and family engagement.</p> <p><input type="checkbox"/> C. Description of how the school distributes to parents the school’s PFE policy</p> <p><input type="checkbox"/> D. Description of how the school provides timely information to parents about the school/LEA’s curriculum, required state/LEA assessments, and the achievement levels students must meet.</p> <p><input type="checkbox"/> E. Evidence of annual Title I, Part A meeting for parents of students to inform them about their rights and about the Title I, Part A program.</p> <p><i>Evidence must include all of the following:</i></p> <ul style="list-style-type: none"> • Dated meeting notification, • Dated agendas, and • Dated sign-in sheets. <p>School-Parent Compact</p> <p><input type="checkbox"/> F. One copy of a completed, current and dated school-parent compact with all necessary compact requirements and signatures.</p> <p><input type="checkbox"/> G. Description on how the school uses the compact to:</p> <ul style="list-style-type: none"> • Build and develop a partnership with parents to help children achieve the state’s high standards. • Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand. Does the compact have information on how to 	<p><input type="checkbox"/> N/A</p>		
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<p>ii. Frequent reports to parents on their children’s progress.</p> <p>iii. Regular two-way, meaningful communication, as well as provide translation and interpretation services, if needed.</p> <p><i>Find more information about school-parent compact: http://www.k12.wa.us/Title/ParentFamilyEngagement/SchoolCompact.aspx</i></p> <p>3. Building Capacity – <i>Parent and Family Engagement strategies to increase skills and knowledge</i></p> <p>a. <i>Provide training on these topics:</i></p> <p>i. <i>How to monitor a child’s progress</i></p> <p>ii. <i>How to work with educators</i></p> <p>b. <i>Help parents understand state academic standards.</i></p> <p>c. <i>Provide materials and training designed to help parents work with their children.</i></p> <p>d. <i>Raise awareness and build skills among teachers, pupil services personnel, principals, and staff related to outreach and communication, and ways to work with parents as equal partners.</i></p> <p>e. <i>Coordinate parent engagement programs with other school-based programs and services, such as, Head Start, Title III, Migrant Education Program, Learning Assistance Program (LAP) Special Education, and state-operated preschool programs.</i></p> <p><i>Find more information about required strategies to build capacity at:</i></p>	<p>communicate with the teacher and other school personnel if parents have questions?</p> <p>Building Capacity-PFE Required Strategies</p> <p><input type="checkbox"/> H. Description of how the school implements the PFE required activities/strategies with both parents and staff. (See ‘Description’ column in this section, item 3, Building Capacity)</p> <p>Accessibility</p> <p><input type="checkbox"/> I. Provide two examples of translated documents the school makes available to parents/families in a language and/or format they can understand, if applicable.</p> <p><i>Evidence may include:</i></p> <ul style="list-style-type: none"> • Handbook, dated meeting notification, dated agendas, newsletters, report cards, progress report, school-parent compacts, packet of information, etc. <p><input type="checkbox"/> J. Describe how parents without access to the internet/computer receive the information in other formats, such as a hardcopy, if the school uses email to disseminate information such as the PFE policy or meeting notices.</p> <p><input type="checkbox"/> K. Describe how the school provides opportunities and times to engage parents and families in meetings, activities, trainings, conferences, etc.</p>			
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	<p>http://www.k12.wa.us/Title/ParentFamilyEngagement/LEACapacity.aspx</p> <p>4. Accessibility</p> <p>a. Language access—Provide information about their child’s education in a language and/or format the parent/family can understand, if applicable.</p> <p>b. Hold meetings early in the morning or in the evening that widen the time available for working parents to be present.</p>				
<p>1.8</p>	<p>Schoolwide Program</p> <ul style="list-style-type: none"> Each Title I, Part A schoolwide building has a schoolwide plan that contains the four (4) component requirements and evidence the plan has been implemented. Sec 1114(1); 34 CFR 200.25 Only allowable costs may be charged to program(s). ESEA Title I, Part A, Sec 1114 <p>Resources: OSPI Schoolwide Template</p> <p>Title I, Part A & LAP Program Guide: http://www.k12.wa.us/Title/default.aspx</p> <p>Title I, Part A & ESSA: A Fiscal Handbook: http://www.k12.wa.us/Title/publications/TitleIPartAESSAFiscalHandbook.pdf</p>	<p>Building Level</p> <p><input type="checkbox"/> A. Copy of current, dated schoolwide plan that includes the required four (4) components below:</p> <ol style="list-style-type: none"> Needs Assessment Schoolwide Reform Strategies Activities to Ensure Mastery Coordination and Integration. <p>This should include the matrix of programs integrated into the schoolwide plan. The matrix should include the programs, amounts of funding for each program, and intent and purpose of the funding.</p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Action Plan Approved</p> <p><input type="checkbox"/> Evidence Needed</p> <p><input type="checkbox"/> Noncompliant</p> <p><input type="checkbox"/> N/A</p>		
<p>1.9</p>	<p>Schoolwide Program Evaluation</p> <p>The schoolwide program is evaluated annually-and revised as necessary. Sec 1114(b)(3); CFR 200.26(c)</p>	<p>Building Level</p> <p><input type="checkbox"/> A. A description of the annual evaluation process that includes the following elements:</p> <ul style="list-style-type: none"> Name of the Title I, Part A school. Date of the most current Title I, Part A program evaluation. Identification of how and who is involved in the process. 	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Action Plan Approved</p> <p><input type="checkbox"/> Evidence Needed</p> <p><input type="checkbox"/> Noncompliant</p> <p><input type="checkbox"/> N/A</p>		

		<ul style="list-style-type: none"> • Review of strategies and best practices that impacted student achievement. • Evaluation data that supports the program effectiveness and a summary of the findings. • Probable changes to the program based on the evaluation. 			
1.10	<p>Targeted Assistance Program and Identification of Students <i>Each targeted assistance program meets the following criteria. Sec 1115 (b)(2)(A)-(G)</i></p> <p><i>Each targeted assistance model shall identify eligible children for services through the rank order list. Sec 1112(b)(9); Sec 1115</i></p> <p><i>Resources:</i> OSPI Targeted Assistance Template.</p>	<p>Building Level</p> <p><input type="checkbox"/> A. Principal and/or staff provide written description of the targeted assistance program that includes the required 6 elements below. <i>If the school used the OSPI targeted assistance template or other plan, please upload a copy.</i></p> <p>Required Components</p> <ol style="list-style-type: none"> 1. Comprehensive Needs Assessments 2. Identification of Students 3. Practices and Strategies 4. Coordination and Transition 5. Parent and Family Engagement 6. Professional Development <p><input type="checkbox"/> B. Current, dated rank-order student list (based on multiple, education-related objective criteria) for each targeted assistance building being monitored.</p> <p><input type="checkbox"/> C. Evidence that the targeted assistance program has entrance and exit procedures.</p>	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Action Plan Approved</p> <p><input type="checkbox"/> Evidence Needed</p> <p><input type="checkbox"/> Noncompliant</p> <p><input type="checkbox"/> N/A</p>		
1.11	<p>Targeted Assistance Program Evaluation <i>The targeted assistance program shall be reviewed on an ongoing basis. Sec 1115(b)(2)(G)(iii)</i></p>	<p>Building Level</p> <p><input type="checkbox"/> A. A description of the annual evaluation process that includes the following elements:</p> <ul style="list-style-type: none"> • Name of the Title I, Part A school. • Date of the most current Title I, Part A program evaluation. • Identification of how and who is involved in the process. • Review of strategies and best practices that impacted student achievement. 	<p><input type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Action Plan Approved</p> <p><input type="checkbox"/> Evidence Needed</p> <p><input type="checkbox"/> Noncompliant</p> <p><input type="checkbox"/> N/A</p>		

		<ul style="list-style-type: none"> • Evaluation data that supports the program effectiveness and a summary of the findings. • Probable changes to the program based on the evaluation. 			
1.12	<p>Title I, Part A Set-Asides <i>Charges to federal grants are charged and documented appropriately. 2 C.F.R. Part 200 Subpart E – Cost Principles.</i></p> <ul style="list-style-type: none"> • Parent Involvement (1%, if over \$500,000 allocation). ESSA Sec 1116(a)(3) • Private schools (if applicable). ESSA: 1117(a)(4) • Neglected students. ESSA Sec: 1113; Sec 1115 • Homeless students. ESSA: Sec 1113; Sec 1115 <p>Title I, Part A & LAP Program Guide: http://www.k12.wa.us/Title/default.aspx</p> <p>Title I, Part A & ESSA: A Fiscal Handbook: http://www.k12.wa.us/Title/pubdocs/TitlePartAESSAFiscalHandbook.pdf</p>	<p>LEA and Building Level <i>Detailed expenditure report (or “off the books” tracking, if applicable), separated by category/set-aside, for each of the following required set-asides. The report must show the budgeted amounts, as well as the total 2017–18 expenditures for each set-aside. In addition, include a document, or LEA chart of accounts, with account coding for Title I, Part A set-asides and locations.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> A. Homeless students (required for all LEAs). <input type="checkbox"/> B. Parent Involvement (1%, if allocation over \$500,000). <input type="checkbox"/> C. Evidence that unspent 2017–18 LEA and/or building Parent Involvement set-aside (required for LEAs with an allocation of \$500,000 or more) was carried forward and added to 2018-19 (current year) budget for Parent Involvement. <input type="checkbox"/> D. Private schools (if applicable). <input type="checkbox"/> E. Neglected students (if applicable). 	<ul style="list-style-type: none"> <input type="checkbox"/> Compliant <input type="checkbox"/> Action Plan Approved <input type="checkbox"/> Evidence Needed <input type="checkbox"/> Noncompliant <input type="checkbox"/> N/A 		
1.13	<p>Equitable Services with Private Schools Located Outside of LEA <i>The LEA has a process in place to ensure eligible private school students receive services even if the students attend a private school located in another LEA. Sec 1117</i></p> <p>http://www.k12.wa.us/ESEA/PrivateSchools.aspx</p>	<p>LEA Level</p> <ul style="list-style-type: none"> <input type="checkbox"/> A. Communication with other LEAs and/or private schools regarding out of LEA services, e.g. email, meeting agenda. <ul style="list-style-type: none"> • Equitable services for eligible private school students attending a private school in another LEA. • Communication with other LEAs and/or private schools regarding students attending private schools in your LEA from other LEAs. 	<ul style="list-style-type: none"> <input type="checkbox"/> Compliant <input type="checkbox"/> Action Plan Approved <input type="checkbox"/> Evidence Needed <input type="checkbox"/> Noncompliant <input type="checkbox"/> N/A 		

		<input type="checkbox"/> B. Process used to identify and serve out of LEA private school students, e.g., interlocal agreements or contracts, if applicable.			
1.14	<p>Statewide Accountability System – 95 Percent Student Participation in Statewide Mathematics and Reading/Language Arts Assessments</p> <p>Under Washington’s ESSA Consolidated Plan, schools that do not meet the 95% student participation rate for state assessments must update their school improvement plan.</p> <p><i>“If a school does not meet the 95 percent participation, this issue must be addressed in their school improvement plan. The plan must address any population of students (the “ALL” and/or any subgroup) that are not meeting the 95 percent participation rate. The plan must include goals and actions a district or school will take that will ensure that 95 percent of the students will participate.” WA ESSA Consolidated Plan, page 49.</i></p> <p>Resources: Washington’s ESSA Consolidated Plan</p>	<p>LEA and Building Level</p> <input type="checkbox"/> A. <i>If applicable</i> , completed 95% Participation Rate Improvement Plan Summary for each school, regardless of Title I, Part A funding, not meeting the 95% student participation rate for state assessments administered during the 2017–18 school year. <input type="checkbox"/> B. N/A if marked by OSPI staff.	<input type="checkbox"/> Compliant <input type="checkbox"/> Action Plan Approved <input type="checkbox"/> Evidence Needed <input type="checkbox"/> Noncompliant <input type="checkbox"/> N/A		
1.15	<p>Supplement, Not Supplant</p> <p><i>Title I, Part A funds must supplement, and not supplant, the funds that would, in the absence of Title I funds, be made available from state and local sources.</i></p> <p><i>The LEA must demonstrate that the methodology used to allocate state and local funds to each school ensures that schools receive all of the state and local funds it would otherwise receive if it were not receiving Title I funds.</i></p>	<p>LEA Level</p> <input type="checkbox"/> A. Provide a written description of your methodology for distributing state and local funds to buildings. Additionally, include: <ul style="list-style-type: none"> • How the LEA’s methodology ensures that state and local resources are not reduced based on Title I status. • How the LEA will ensure the methodology for distribution will be followed going forward. <input type="checkbox"/> B. Upload documentation (i.e. spreadsheet, template, etc.) that	<input type="checkbox"/> Compliant <input type="checkbox"/> Action Plan Approved <input type="checkbox"/> Evidence Needed <input type="checkbox"/> Noncompliant <input type="checkbox"/> N/A		

	<p><i>Sec 1118(b)</i></p> <p><i>Resources: Title I, Part A & ESSA: A Fiscal Handbook</i> http://www.k12.wa.us/Title/pubdocs/TitlePartAESSAFiscalHandbook.pdf</p>	<p>demonstrates the LEA's process for distributing state and local funds to buildings.</p> <p><i>Note: The date of implementation for ESSA's SNS requirement was 12/10/2017.</i></p>			
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