NEW MEXICO
Public Education Department
Student, School, and Family
Support Bureau

Title I, Part A and Title V, Part B - Rural and Low-Income School Program Monitoring Self-Assessment Tool

Instructions: Each Local Education Agency (LEA) in the Title I, Part A monitoring cycle will complete all questions in the Title I, Part A LEA sections that include *General Questions*, questions on *Parent and Family Engagement*, and *Fiscal Management* questions. Additionally, selected schools in the LEA, will complete the school-level questions as follows:

- Title I Schoolwide Program schools complete all questions under *Schoolwide Programs* and *School Parent and Family Engagement*.
- Targeted Assistance Schools complete all questions under *Targeted Assistance School Program* and the *School Parent and Family Engagement*.

Each Local Education Agency (LEA) in the monitoring cycle that participates in Title V, Part B, Rural and Low-Income School Program will complete the questions in the *Rural Low-Income School Program (RLIS)* and *Fiscal Management* sections.

For each question either **Yes** or **No** is indicated. If the response is **No**, an explanation is required in the area marked **Explanation if No**. If the **Evidence Required** column is checked with an 'X', evidence must be submitted in the indicated area in the Monitoring Tool in SharePoint. Included below are some examples of evidence that may be submitted.

The monitoring self-assessment and applicable evidence are required under 2 CFR 200.332(d) and (e).

Title I, Part A

Local Education Agency (LEA) Questions

General Questions

Question	Yes/No	Explanation if No	Evidence Required	Examples of Evidence
Are disaggregated data evaluated (such as, Economically Disadvantaged, Students with Disabilities, English Learner Students, attendance and suspension rates, etc.) and used to inform decision-making and programming?				
Does the LEA use quantifiable data to assess its own policies and programs to determine their				

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effectiveness, and then modify them as applicable?				
Does the LEA use multiple data sources to monitor and determine the effectiveness of the Title I program? Do all schools use progress monitoring tools to evaluate the implementation of all Title I services?			X	Samples of documents used in monitoring effectiveness and the conclusions drawn from this monitoring
Does the LEA have strategies, programs and models to monitor and support schools on an individual basis, and has it developed procedures through which each school will develop, review, or revise schoolwide program or targeted assistance program plans on an annual basis?			X	Samples of strategies, programs, or models used. Written procedures to develop, review, or revise programs annually.
Does the LEA have an agreement to coordinate, integrate, and implement transition plans with Head Start agencies as well as other early childhood providers?			X	Documentation of signed agreement.
Does the district award partial credit to students identified as adjudicated or mobile and who experience classroom disruption per state regulation 6.30.18 NMAC?				
Does the LEA have a specific point of contact to serve as the liaison for students who are entering, residing or returning from residential placement?				
Does the LEA provide transition assistance to help the child or youth stay in school, including, but not limited to coordination of services for the family, counseling assistance for various support programs, tutoring, and family counseling?				

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Does the LEA make best interest determinations when students enter foster care or experience change in placement?			X	Documentation of best interest determination(s)
If a best interest determination is made to enroll the student in foster care at a new school, does the LEA have a process to ensure that the student's records are immediately requested by the enrolling school?			X	Written procedure and documentation that the procedure is implemented
Does the LEA have written transportation procedures governing how transportation will be provided, arranged, and funded for students in foster care?			X	Written transportation procedures
Equitable Services if applicable to the LEA: Does the LEA ensure that equipment and supplies purchased as part of the provision of equitable services are tracked and remain in the control of the LEA?			X	Documentation of process and inventory records
For LEAs with a Targeted Assistance Program: Does the LEA support the Targeted Assistance program school establish criteria for eligibility?			X	Documentation of support, documentation of establishing eligibility criteria
Has the LEA completed a needs assessment of students experiencing homelessness?				
Has the LEA identified an appropriate staff person to be designated as the homeless liaison and ensured that they have the capacity to carry out the roles and responsibilities as outlined in McKinney Vento Homeless Assistance Act?				
Is the LEA providing transportation to students experiencing homelessness pursuant to McKinney Vento Homeless Assistance Act?				

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Parent and Family Engagement

Question	Yes/No	Explanation if No	Evidence Required	Examples of Evidence
Does the LEA currently have a school board-approved LEA-level parent and family engagement policy that is presented in a format and language that parents can understand?			X	Parent and Family Engagement Policy or a link to the policy if it is posted on the LEA website
Does the LEA offer multiple and easily accessible meetings for parents and families of Title I students, and include them and all other required stakeholders in meaningful consultation concerning the Title I program and the use of its funds?			X	Documentation of meeting notices, sent invitations, agendas, and sign-ins for meetings
Is the LEA specifically reaching out to parents of English learner students to inform them of how they can be involved in their child's education?			X	Documentation of outreach process including sent invitations
Is the LEA parent and family engagement policy— a) jointly developed and revised with and agreed upon by families, b) distributed to parents and families using multiple methods, and c) made available to the local community?			X	a) Documentation of meetings with parents and families for developing the policy including meeting invitations, agendas, and sign-ins; b) description of the methods and examples such as sent emails, newsletters, links on website including how parents are informed of the website, etc.; c) link to the document that is available on a public website, documentation how community is

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				informed of the availability of the policy, etc.

School-Level Questions

Schoolwide Program

Question	Yes/No	Explanation if No	Evidence Required	Examples of Evidence
Has the Title I Schoolwide Program school developed a comprehensive plan that is— a) based on a comprehensive needs assessment, and b) developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals			X	Completed comprehensive needs assessment; documentation of the process including meetings, agendas, sign-ins; written procedures for building and revising a schoolwide program plan; documentation of revising the plan

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determined by the school, and c) revised regularly?				
Is the Schoolwide Program plan made available to the parents and the public in an understandable format and to the extent practicable, in a language that parents can understand?			X	Link to the document on the school's website
Is the Schoolwide Program plan evaluated regularly for effectiveness?				
Is the school-wide plan revised, as applicable, based upon both evaluation results and appropriate stakeholder input?			X	Documentation of stakeholder input which includes sign-ins to meetings and documentation that shows why the schoolwide program plan was revised
Do external providers that are delivering programs or services have expertise in evidence-based or otherwise effective strategies to improve student achievement?			X	Process for selecting external providers; documentation of evidence-base for each external provider

Targeted Assistance School Programs

Question	Yes/No	Explanation if No	Evidence Required	Examples of Evidence
Does the school have criteria to determine the eligible student population for the Targeted Assistance School program?			X	Documentation of criteria
Does the school have criteria to determine the eligible students served by the Targeted Assistance program from the eligible student population?			X	Documentation of criteria and its implementation
Is the Targeted Assistance School program providing an accelerated				

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high-quality curriculum to eligible students?				
Is the school minimizing the removal of children from the regular classroom during regular school hours for instruction provided under the Targeted Assistance Program?				
Is the school, on an ongoing basis, reviewing the progress of eligible children and revising the Targeted Assistance program, if necessary, to provide additional assistance to enable eligible students to meet the State academic standards?			X	Documentation of progress review, written process of how review is conducted and by whom
Is the school supporting staff serving in the Targeted Assistance program to ensure staff are included in professional development as well as in the overall school planning and improvement efforts?				
Is the school meeting the requirements of staff serving under the Targeted Assistance program assuming limited duties beyond classroom instruction or duties that do not benefit the eligible students?				
Do external providers that are delivering programs or services in the Targeted Assistance program have expertise in evidence-based or otherwise effective strategies to improve student achievement?			X	Process for selecting external providers; documentation of evidence-base for each external provider

School Parent and Family Engagement

Question	Yes/No	Explanation if No	Evidence Required	Examples of Evidence
Does the school currently have a parent and family engagement policy, and is it presented in a format			X	Link to the policy on the school's website

and language that parents can understand?				
Is the school's parent and family engagement policy— a) jointly developed/revised with and agreed upon by families, b) distributed to parents using multiple methods, and c) made available to the local community?			X	a) Documentation of meetings with parents and families for developing the policy including meeting invitations, agendas, and sign-ins; b) description of the methods and examples such as sent emails, newsletters, links on website including how parents are informed of the website, etc.; c) link to the document that is available on a public website, documentation how community is informed of the availability of the policy, etc.
Does the policy indicate that the school will convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A and to explain the requirements of the Title I program, and the right of the parents to be involved?				
Does the school's parent and family engagement policy affirm that the school will offer a number of meetings at flexible times, such as morning and evening, and may use				

Title I funds to provide transportation, childcare, or home visits as such services relate to parental involvement?				
Does the school's policy describe— a) how families will be involved in an organized, ongoing, and timely way in the planning, review, and improvement of programs under Title I, and b) does it address how all parents and families will be provided timely information about a school's Title I programs?				
If applicable, does the school's policy describe how families will be involved in the planning, review, and joint development of a Schoolwide Program plan or how parents can submit any comments on the Schoolwide Program plan if it is not satisfactory to the parents of participating students?				
Has the school developed jointly with parents for all children served under Title I, Part A, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards?			X	School-Parent Compact; documentation of the process to develop the compact, meeting agendas, sign-ins, etc., documentation showing how all parents are informed of the compact
Does the school's policy address how parents of participating students will have opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their students?				

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Does the school's policy describe how the school will build its capacity for family engagement by providing materials and training to help families work with their children to improve their achievement?				

Local Education Agency (LEA) Questions

Title V, Part B

Rural Low-Income School Program (RLIS)

Question	Yes/No	Explanation if No	Evidence Required	Examples of Evidence
Does the LEA use RLIS funds for activities that support the program goals established in the RLIS application?				
Is the LEA measuring how it is meeting the program goals established in the RLIS application?			X	Documentation of tracking program goals; samples of methods used
Does the LEA use multiple data sources to monitor and determine that program goals are being met?			X	Documentation of process to measure goals including samples of data sources used; documentation that indicates the process used when goals are not being met
Are RLIS funds used only to supplement the funds that would, in the absence of RLIS funds, be made available from other Federal, State or local sources and not to supplant such funds?				

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Fiscal Management

Question	Yes/No	Explanation if No	Evidence Required	Examples of Evidence
Does the LEA have a procedure for allocating Title I, Part A funds to its buildings on the basis of highest poverty to lowest poverty, in keeping with Title I, Part A guidelines?			X	Written procedure including staff who are responsible
Does the LEA use the same measure of poverty to identify Title I eligible schools to determine the ranking of each school; and to determine school allocations based on the total number of children from low-income families in each school?				
Does the LEA have Title I payroll documentation that is supported by a system of internal controls which provide reasonable assurance that the charges are accurate, allowable and properly allocated.			X	Written procedures for Title I supported payroll
Does the LEA have a policy in place for Time and Effort reporting for the distribution of salary and wages where an employee works on more than one cost objective or Federal, State, or local award?			X	Written policy
Does the LEA have a written Procurement and Inventory Policy indicating procedures to be followed for the purchasing, requisitioning of supplies, materials and equipment, receiving, distribution, and tracking of said items, purchased with Title I or Title V (RLIS) funds?			X	Written policy and procedures including staff responsible
Does the LEA have a policy for use, management, and disposition of equipment (CFR 200.313) and procuring telecommunications equipment (CFR 200.216) that meet federal requirements?			X	Written policy covering each area