Welcome!

Before we get started, please:

- ✓ Turn cameras on (to your comfort)
- ✓ Make sure microphones are muted
- ✓ Type your Name, Role, and LEA in the chat for attendance and follow-up purposes
- ✓ **Optional:** Rename yourself (First Name_LEA)

Note:

Parts of the session will be recorded

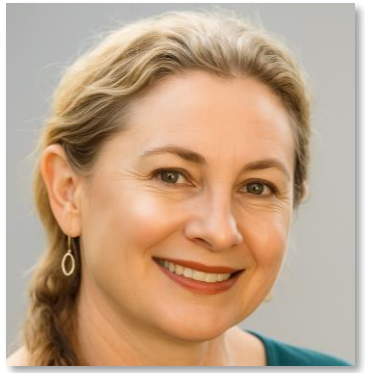
RIDE's Consolidated TI-A, TI-D, TIII, TIV-A, & McKinney-Vento Federal Monitoring

Session 2: Using the Monitoring Tools & Uploading Evidence

November 20, 2025

RHODE ISLAND

The RIDE Team



Tobie Bass
MLL Specialist

Eileen Botelho
Education Specialist/
State Homeless Coordinator

Kim Chouinard
Education Specialist/Title I-D Coordinator

Stephanie Enos
Federal Programs/ Title I-A &IV-A Coordinator

Ann Hampson
Federal Program Consultant

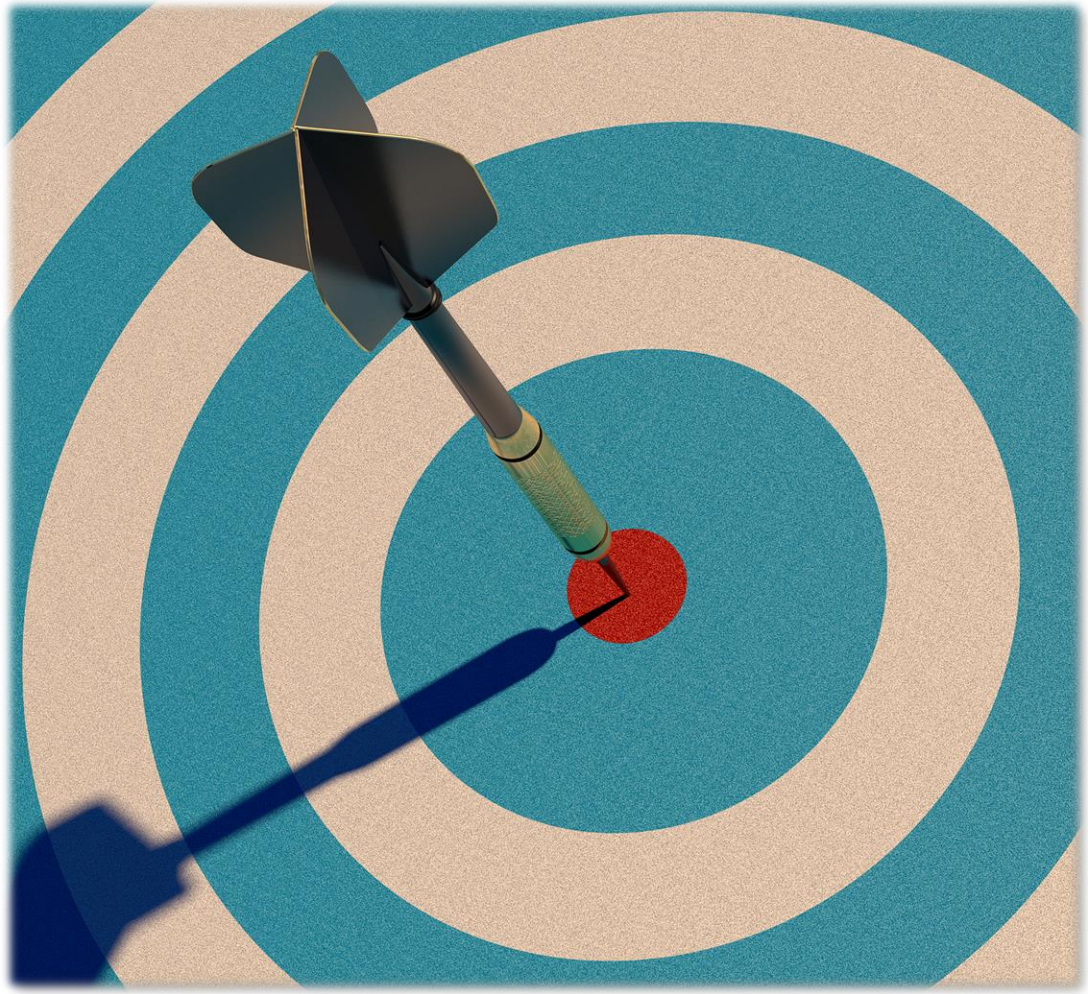
Emily Klein
IDEA/MLL Specialist

Flavia Molea-Baker
Coordinator Multilingual Learners Programs

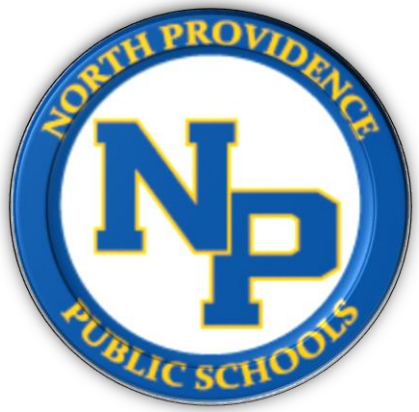
Amanda Turcotte
Strategic Planning & Performance Specialist

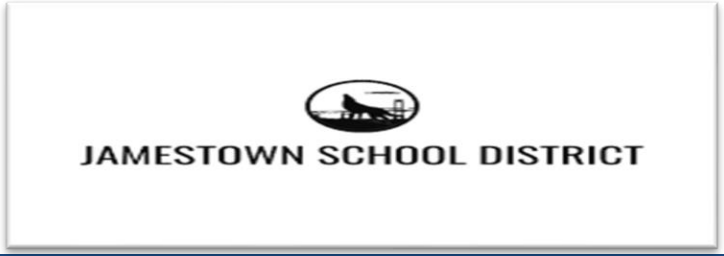
Session Agenda

- Welcome & Team Greetings
- Using the Monitoring Tools
- File Naming Conventions
- Accessing SharePoint Folders
- Q&A
- Trouble Shooting



Who Is In The “Room”?





The Purpose of RIDE's Federal Program Monitoring

Connecting Plans to Implementation: "Telling" vs. "Showing"

CRP = "Telling"

- LEAs describe how they plan to use federal funds
- RIDE reviews and approves plans based on allowability, necessity, and reasonability
- LEAs commit to goals, activities, and budgets aligned with federal requirements

Monitoring = "Showing"

- LEA provides evidence that plans were implemented per the CRP commitment
- RIDE verifies that plans and practices were appropriately followed, and the impact was measurable.
- An opportunity to showcase success and highlight promising practices.

The CRP is the promise

Monitoring is the proof

The Monitoring Tools

Resources to Inform Evidence Collection

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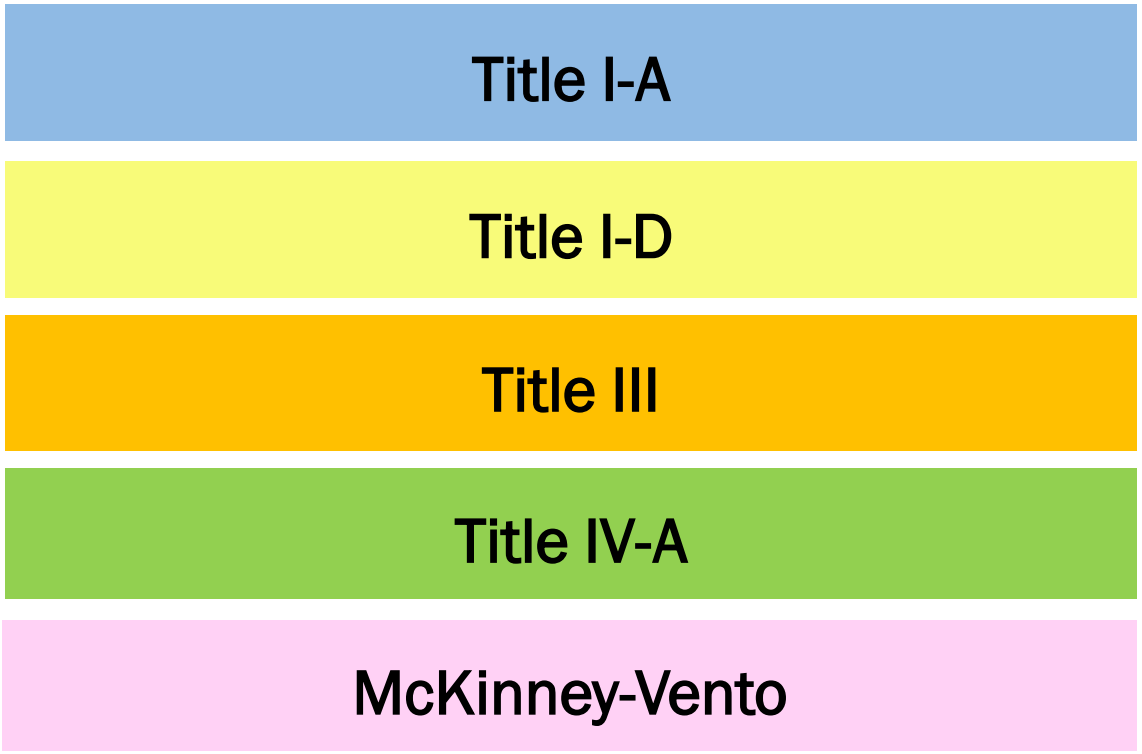
Finding the Tools

Tools are color-coded and unique to the program & can be located in several places:



- In the corresponding SharePoint folder for each program
- In the Accelegrants 2.0 Document Library
- On the RIDE OSDI Monitoring Webpage

Monitoring Indicators by Program

Title I-A	Title I-D	Title III	Title IV-A	McKinney-Vento
Targeted Assistance Program	State Agency Program	Professional Development	Program Development	Student Identification
Schoolwide Program	Institution- Wide Programs	Annual Evaluation of LIEP	Private Schools	Student Enrollment
Parent & Family Engagement	Transition Services	Screening & Identification	Activities: Well-Rounded	Student Retention
Comparability	Evaluation	Placement in LIEP	Activities: Safe & Healthy	Communication
Eligible School Attendance Areas	Fiscal	Notification of Students' Rights & Placement in LIEP	Activities: Effective Use of Technology	Programs & Services
		Supplement, Not Supplant	Expenditure Rules	Comparability
				Dispute Resolution
				Data Records
				Subgrantees*

Using the Monitoring Tools

Program Indicator

Parent and Family Engagement

The LEAs and schools shall meet parent and family engagement requirements and parental notification requirements.
[§1111(g)(2)(F); §1112(b)(7), (e)(1)(A and B(ii));§1115(b)(2)(E); and §1116 of the ESEA; 34 CFR Part 200, §200.61and 200.77 of the Title I Regulations]

Requirements	Acceptable Documentation	Resources	Y	N	NA	Comments/Follow-Up
Reservation and Distribution of Funds • If an LEA allocation is more than $500,000, the LEA shall reserve 1% of its allocation for parent and family engagement activities and allocate 90% of the 1% reserve to schools (3)(A). • The LEA shall involve parents of children receiving Title I services in decisions about how the school uses its portion of the 1% parent and family engagement set-aside for parent and family engagement activities. (a)(3)(B)	1. **Documentation on File at RIDE:** • CRP – TI-A: Budget • CRP – TI-A: Reserve Descriptions • CRP – TI-A: Allocation Transfers • CRP – TI-A: Private School Consultation • CRP – TI-A Program Descriptions-PFE question #1 • CRP – Assurances Affirmation 2. **Evidence Upload:** Reservation & Distribution of Funds: ❑ Budget/Expense Reports showing PFE Set-Aside* ❑ Documentation of input from parents on how to utilize school PFE funds, dated and with specific roles (e.g., Sign-In Sheets, Agendas, and Meeting Materials)* 3. **Guiding Questions:** • How were funds used at the LEA level to support families? In schools? • How do schools involve parents of children receiving Title I-A services in decisions about how the school uses its portion of the 1% reserve (e.g., SIT team meeting minutes, agendas, parent surveys)?	RIDE Federal Programs Website AG2 Document Library – Title I-A – Parent & Family Engagement RIDE Parent Engagement Toolkit: TI-A PFE Reserves Checklists – pg. 26				
LEA Parent and Family Engagement Policy The LEA shall develop jointly with, agree upon with, and distribute to parents of participating children a written parent and family engagement policy that addresses the requirements of Title I, Section 1116 (a)(2). The policy must establish the LEA's expectations and objectives for meaningful parent and family involvement, and describe how the LEA will carry out the following requirements: • stakeholder input; • supporting Title I-A schools; • build parent capacity for family engagement; • build teacher capacity for parent and family engagement; • coordinate parent and family engagement activities with other programs; • evaluate the parent and family engagement policy; and • use evaluation findings to design evidence-based strategies for families ESEA Section 1116(a)(1)&(2)	1 **Documentation on File at RIDE:** ❑ CRP – Assurances Affirmation ❑ CRP – TI-A Program Descriptions-PFE question #1 2 **Evidence Upload:** ❑ Copy of LEA Parent and Family Engagement Policy* ❑ Evidence that the LEA policy is reviewed annually and updated, as needed (e.g., agendas, meeting minutes, and sign-in sheet, surveys with responses, etc.) * ❑ Evidence that the LEA written policy is distributed to parents (e.g., parent flyers, agendas, newsletters, handbook, website screenshot) * ❑ Evidence that the LEA has carried out the requirement to build TI-A parents' capacity to be involved in school (e.g., calendar of **Title I-A specific** parent and family engagement activities, feedback forms, etc.)* ❑ Evidence that the LEA has carried out the requirements for building teacher capacity for parent and family engagement (e.g., PD description and schedule, invitations, attendance lists, meeting agendas, and activity materials)* ❑ Documentation of the strategies and activities used to evaluate the family engagement policy and how evaluation finds are used to designed evidence-based strategies (e.g., sign-in sheets, meeting materials, agendas, copies of evaluation tools, surveys, etc.) 3 **Guiding Questions:** • How does the LEA inform and involve parents in the development and review of the LEA's Title I-A plan and program/school improvement? • How has the LEA conducted, with the involvement of parents, the required annual evaluation of the content and effectiveness of the LEA's parent and	AG2 Document Library – Title I-A – Parent & Family Engagement RIDE Parent Engagement Toolkit TI-A PFE Policy Checklist pgs. 27-29				

Statutory Requirements

Links to Guidance Docs

Notecatchers

State Agency Program (SAP)

State Agency (Subpart 1) plans for services to eligible neglected and delinquent youth shall meet all requirements [§1412; §1415; §1414]

Requirements	Acceptable Documentation	Resources	Y	N	NA	Comments/Follow-Up
☐ Students are enrolled for at least 20 hours per week in an education program. §1412(a)(1)(A) ☐ The program provides children and youth an opportunity to meet challenging State academic achievement standards. §1415(a)(2)(B)(iii) ☐ The program provides knowledge and skills needed to make a successful transition to secondary school completion, vocational or technical training, further education or employment. §1415(a)(1)(B) State Agency plan shall describe how: ☐ The educational needs of students are assessed. §1414(c)(1) ☐ In making services available to children and youth in correctional institutions, priority is given to children and youth who are likely to complete incarceration within a 2 year period. §1414(c)(2) ☐ The program meets goals and objectives in the State Plan. §1414(c)(4) ☐ The state agency will carry out the evaluation requirements of subpart 3 and how the results of the most recent evaluation will be used to plan and improve the program. §1414(c)(6) ☐ Program is coordinated with appropriate State and federal programs. §1414(c)(8) ☐ The program coordinates with educational agencies or alternative education programs attended by students prior to incarceration to ensure assessments and appropriate academic records are shared. §1414(c)(9) ☐ The program provides appropriate professional development will be provided to teachers and other staff. §1414(c)(10) ☐ Program coordinates with businesses for training and mentoring students. §1414(c)(12) ☐ The program assists in locating alternative programs through which students can continue their education if the students are not returning to school after leaving the correctional facility or institution for neglected or delinquent children and youth. §1414(c)(13) ☐ The program works with parents to secure parents' assistance in improving the educational achievement of their children and youth, and in preventing their children's and youth's further involvement in delinquent activities. §1414(c)(14)	1. **Documentation on File at RIDE:** • Consolidated Resource Plan (CRP), Title I, Part D ○ Educational program plan • RICERT certification database 2. **Evidence Checklist:** • A schedule of Title I funded services with total number of available hours* • Sample (redacted) student schedules* • Sample assessment instruments/tools* • A description of the student identification criteria* • Staff development plans* • Teacher development plans* • Professional Development schedule* • A list of any additional services provided to children and youth, including how the SA coordinates with other state programs 3. **Review Criteria:** • Evidence that the SA ensures that students are enrolled in an education program for at least 20 hours per week • Evidence that the SA provides children and youth an opportunity to meet challenging State academic achievement standards • Evidence that the SA provides courses and training for a successful transition to high school completion, vocational or technical training, secondary education or employment • Evidence that the SA assesses the educational needs of children and youth • Evidence that the SA correctly identifies students for Title I services, giving priority to children and youth who are likely to complete incarceration within a 2 year period • Evidence that the SA ensures that the Title I, Part D program meets the goals and objectives in the Title I, Part D section of the State Plan • Evidence that the SA evaluates the Title I, Part D program and that the results of the most recent evaluation were used to plan and improve the current program • Evidence that the SA ensures that the Part D program is coordinated with appropriate State and federal programs • Evidence that the SA provides guidance or procedures for program coordination with educational agencies or	Title I, Part D Non_reg guidance 2024 cover US ED- Guiding Principles for Providing High-Quality Education in Juvenile Justice Secure Care Settings, 2014 NDTAC Practice Guide-Teaching & Learning (PDF)				

Professional Development - ESEA Section 8101(42)

Requirements	Supporting Evidence	Resources	Y	N	NA	Comments/Follow-Up
Professional Development **LEAs must use Title III-A funds to provide effective professional development for teachers and principals of MLLs that is**: a. Designed to improve the instruction and assessment of MLLs; Designed to enhance the ability of teachers and principals to understand and implement curricula, assessment measures and practices, and instructional strategies for MLLs; b. Effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of teachers of MLLs; and c. Of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classroom. This does not include one-day or short-term events, unless as part of a teacher's comprehensive professional development plan that is based on a needs assessment. ESEA Section 8101(42)	1) **Documentation on file at RIDE:** • Consolidated Resource Plan (CRP) ○ Title III Part A Activity Plans ○ Title III Part A Performance Report 2) **Evidence Submission** • **Evidence** to include a description of the professional development provided to LEA educators that relates to the improvement of instruction and assessment of MLLs. This should include: ○ List of trainings provided ○ Attendance records ○ Evidence of feedback from training participants or ○ Description of how the LEA would collect feedback in the future ○ Evidence of implementation of professional development or ○ Description of how the LEA will implement the collection of implementation evidence in the future. • **Evidence** that the professional development is sustainable and long lasting (not 1-day or short term) but a long-term plan that is	Title III Application Instructions 2024-2025				

TIV-A Program Development (for LEAs with original allocations OVER $30,000.00 after transfers)

ESEA Sections 4106(c), (d), and (e)

Requirements	Supporting Evidence	Resources	Y	N	NA	Comments/Follow-Up
Stakeholders LEAs must engage stakeholders during the design, development and implementation of its Title IV-A application. Required stakeholders include, but are not limited to, • parents, • teachers, • principals, • other school leaders, • specialized instructional support personnel, • students, • community-based organizations, • local government representatives (which may include a local law enforcement agency, local juvenile court, local child welfare agency, or local public housing agency), • Indian tribes or tribal organizations that may be located in the region served by the local educational agency (where applicable), • charter school teachers, principals, and other school leaders (if the LEA has in-district charters), and • others with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title IV-A. *ESSA, Section 4016(c)(1)* **Needs Assessment – For LEAs with Original Allocations of $30,000 or more before or after transfers** LEAs shall conduct a comprehensive needs assessment of the local educational agency or agencies proposed to be served under this subpart in order to examine needs for improvement of— A. access to, and opportunities for, a well-rounded education for all students; B. school conditions for student learning in order to create a healthy and safe school environment; and C. personalized learning experiences supported by technology and professional development for the effective use of data and technology.	1. **Documentation on file at RIDE** • CRP – Assurances Affirmation • Title IV-A Consolidated Resource Plan (CRP) Application, Question #1 2. **Evidence Upload** <u>Stakeholders:</u> • Documentation of participation of required stakeholders in developing the LEAs Title IVA plan*: ○ Agenda ○ Sign-in Sheets ○ Meeting Materials (e.g., What is the purpose of TIVA? How does the LEA propose using the funds? Brief summary of feedback collected?) • Documentation of ongoing consultation with required stakeholders about the implementation/achievement of the LEAs Title IVA plan*: ○ Agenda ○ Sign-in Sheets ○ Meeting Materials <u>Needs Assessment:</u> • Documents showing the process was conducted at least once within the last three years*: ○ Agenda ○ Sign-in Sheets ○ Meeting Materials (e.g., survey results, dated data analysis, summary report, etc.). • List of tools used, by Content Area (e.g., Safe and Healthy – Attendance Data, Survey Works Sense of Belonging Data, etc.)* ○ If local tools used, copies of the tool (e.g. Effective Use of Technology – Copy of Staff PD survey, Walk Through Results) <u>Schools Identified for Support:</u> • The written process used to determine prioritization of funds (CRP may serve this role) • Sampling of data reviewed to determine prioritization of funds • Documentation reflecting distribution of funds 3. **Guiding Questions** • When was the last needs assessment conducted?	T4PA Center - Statute TIVA CRP Application Guide TIVA Year at A Glance Planning Guide SY25-26				

Student Identification

The LEA implements procedures to address the identification of Homeless children and youth according to statutory definitions. Homeless children and youth are identified by school personnel through outreach and coordination activities.
[(42 U.S.C. §11432(g)(1)(I))

Requirements	Acceptable Documentation	Resources	Y	N	NA	Comments/Questions
Removing Barriers to Identification, Enrollment, and Retention • LEA must develop, review, and revise policies to remove barriers to identifying, enrolling, and retaining children and youth experiencing homelessness, including enrollment and retention due to outstanding fees, fines, or absences. 42 USC § 11432(g)(1)(I)	1) Documentation on file at RIDE • Not Applicable	SchoolHouse Connection MV Policy Checklist				
	2) Evidence Submission • LEA policy regarding students experiencing homelessness * • Enrollment forms documenting the initial primary nighttime residence of qualifying students* • Procedure for ensuring qualifying students are entered as such in the district student information system* • Collaboration with other LEA programs [e.g., Child Find] (if applicable)					
	3) Guiding Questions: • Does the LEA use a residency questionnaire during enrollment and back-to-school activities? • How are students identified throughout the year (not just at initial enrollment)? • How are preschoolers identified and reported? • How are out-of-school youth identified and reported? • What is the LEA's process for staff to refer students to the Homeless Liaison? • What are the LEA's processes for verifying data accuracy for students experiencing homelessness?					

File Naming Conventions

Consistency to Ensure Efficiency

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Program & Indicator Codes

To maintain uniformity, all uploaded files must follow a consistent format:

[Program Code] _[Indicator Code]_[Evidence Description]_[LEA/SA Code]

[Program Code]_[Indicator Code]_[Evidence Description]_[LEA/SA Code]

Program & Indicator Codes	
Title I, Part A (**TIA**)	
Ranking, Comparability & Equitable Services	**[RANK]**
Targeted Assistance	**[TAS]**
Schoolwide Programs	**[SWP]**
Parent & Family Engagement	**[PFE]**

EXAMPLE: TIA_PFE_Tiogue Meeting Agenda_COV

[Program Code]_[Indicator Code]_[Evidence Description]_[LEA/SA Code]	
Title I, Part D **[TIPD]**	
State Agency Program	**[SAP]**
Institution-Wide Programs	**[IWP]**
Transition Services	**[TRAN]**
Evaluation	**[EVAL]**
Fiscal	**[FISC]**

EXAMPLE: TIPD_EVAL_Assessement Data_CORR

[Program Code]_[Indicator Code]_[Evidence Description]_[LEA/SA Code]	
Title III-A **[TIIIA]**	
Professional Development	**[PD]**
Annual Evaluation of LIEP	**[EVAL]**
Screening & Identification	**[IDENT]**
Placement in LIEP	**[PLACE]**
Exit, Monitoring & Reclassification	**[EXIT]**
Notification of Students' Rights & Placement in LIEP	**[NOTIF]**
Supplement, Not Supplant	**[SUPL]**

EXAMPLE: TIIIA_PD_RAICES Sign In Sheets_CF

[Program Code]_[Indicator Code]_[Evidence Description]_[LEA/SA Code]	
Title IV, Part A **[TIVA]**	
Program Development	**[PROG]**
Private Schools	**[PRIV]**
Activities: Well-Rounded	**[WELL]**
Activities: Safe & Healthy	**[SAFE]**
Activities: Effective Use of Technology	**[TECH]**
Expenditure Rules	**[EXP]**

EXAMPLE: TIVA_PRIV_Consultation Meeting Agenda_JTN

[Program Code]_[Indicator Code]_[Evidence Description]_[LEA/SA Code]	
McKinney-Vento **[MV]**	
Student Identification	**[IDENT]**
Student Enrollment	**[ENRL]**
Student Retention	**[RET]**
Communication	**[COMMS]**
Programs & Services	**[PROG]**
Comparability	**[COMP]**
Dispute Resolutions	**[DISP]**
Record Keeping & Data Submission	**[DATA]**
Subgrantees	**[SUB]**
EXAMPLE: MV_ENRL_NotificationLetter_SSC	

[Program Code] _[Indicator Code]_[Evidence Description]_[LEA/SA Code]

Evidence Descriptions

- Between the Indicator Code and the LEA/SA Code, please enter a brief title/description of the document.
- If a piece of evidence is specific to an individual school in the LEA, please include the school's name in the Evidence Description.

EXAMPLE: TIII_IDENT_Home Language Survey_BAC

EXAMPLE: TIA_TAS_Centredale Intervention Schedule_IMPRV

[Program Code] _[Indicator Code]_[Evidence Description]_[LEA/SA Code]	
LEA/SA Codes	
Blackstone Academy	**[BAC]**
Central Falls	**[CF]**
Coventry	**[COV]**
Department of Children, Youth & Families	**[DCYF]**
Department of Corrections	**[CORR]**
East Greenwich	**[EG]**
Hope Academy	**[HOPE]**
Jamestown	**[JTN]**
Lincoln	**[LINC]**
North Kingstown	**[NKTN]**
North Providence	**[NPRV]**
Southside Elementary Charter	**[SSEC]**
EXAMPLE: TIVA_PROG_Needs Assessment_NKTN	

Last Notes on Naming Conventions

- If a document applies to multiple programs, upload a copy to each relevant folder and rename the document with the appropriate program and indicator codes

- Failure to follow the naming conventions may result in delayed review and compliance verification

Uploading Evidence in SharePoint

Accessing Shared Folders

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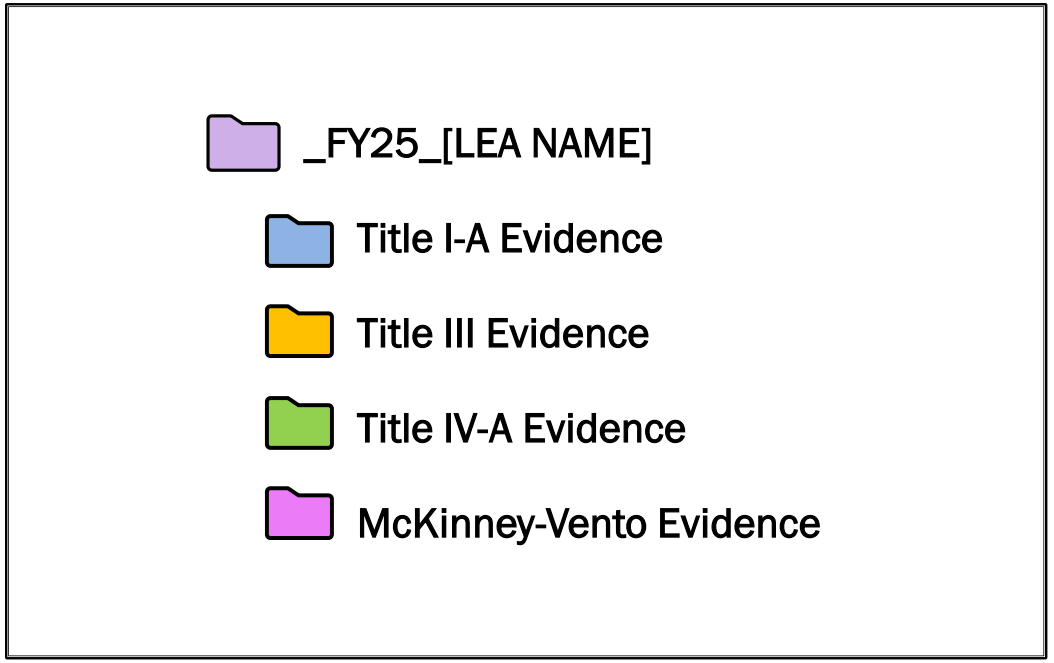
Evidence Upload:

Reminder!

- LEAs will provide RIDE with evidence of compliance via SharePoint
  - dedicated main folder in SharePoint
  - separate subfolders for each federal program
- Each folder will contain an "Instructions" document with directions for file-naming conventions and uploading evidence.



File Naming Convention:

[Program Code]_[Indicator Code]_[EvidenceDescription]_[LEA Code]

Submission Process

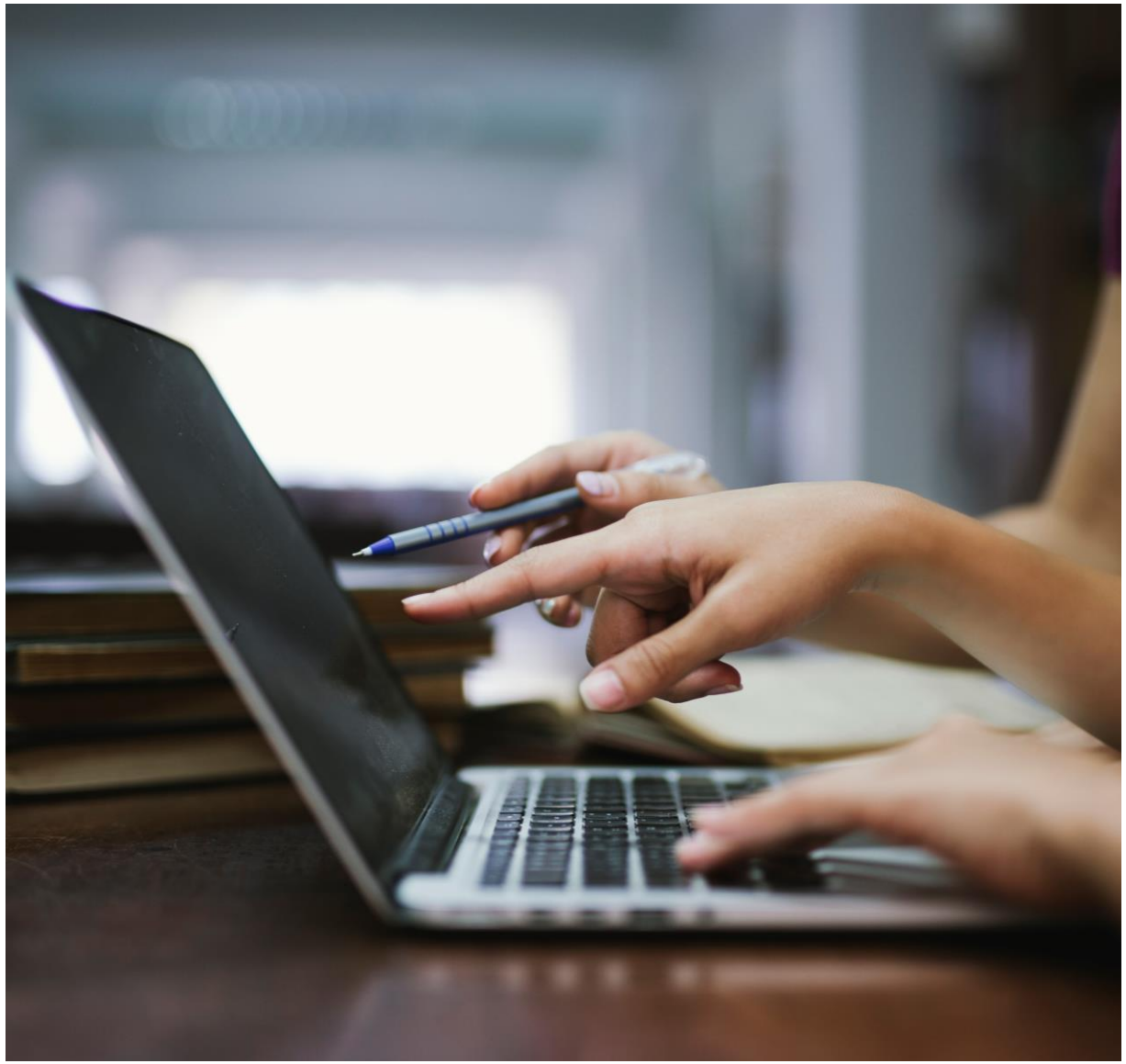
Step 1: Prepare Your Documents

- Ensure all files are saved as PDFs
- Please:
  - **DO NOT** share links to Google Docs/Sheets/Slides (etc)
  - **DO NOT** share files via Google Drive
  - **DO NOT** share editable versions of any documents
- Name each PDF file according to the required naming convention

Submission Process

Step 2: Navigate to SharePoint

- Access the designated SharePoint site
- Find your LEA's main folder
- Open the corresponding program subfolder
  - Title I-A
  - Title I-D
  - Title III
  - Title IV-A
  - McKinney-Vento



Submission Process

Step 3: Upload Files

- Click the "Upload" button and select the correctly named file(s) from your device.
- Ensure files appear in the appropriate folder

Submission Process

Step 4: Verify Submissions

- Confirm that files are correctly named.
- Confirm that files are saved in the correct program subfolder
- If revisions are needed:
  - **Delete** the incorrect version of the file from the subfolder
  - **Rename** the corrected version of the document, following the naming conventions
  - **Re-Upload** the file

Things to Remember!

SharePoint access expires on 1/16/26

Dates! Dates! Dates!	S.A.M.	Due Date
All evidence must be from SY2024-25 (FY25) All evidence documents must be dated	• Sign In Sheets • Agenda • Materials	All LEA evidence documents are due in SharePoint by midnight January 15, 2026

Next Steps...

LEA Monitoring Team Members will:

- Complete Session Feedback
- Confirm access to SharePoint
  - Contact Amanda (amanda.turcotte@ride.ri.gov) right away if designated team members cannot access the folders
- Begin collecting documents for evidence upload
- Convert all evidence documents to PDF and label files according to the naming conventions
- Contact Amanda to schedule troubleshooting/TA sessions with the OSDI monitoring team whenever needed
- Upload all **dated** evidence to the appropriate subfolder in SharePoint by midnight on **January 15, 2026**

RIDE will:

- Share the Session 2 slide deck, including links to related resources
- Be available to answer any questions you may have throughout the process
- Periodically check the status of evidence uploads and send reminders as needed
- Communicate upcoming deadlines in advance

Session Feedback

Please take a moment to provide feedback on today's session.

FY25 OSDI Monitoring TA Session #2: Using the Monitoring Tools & Uploading Evidence

https://tinyurl.com/y9umr96d

Here To Help!

If you have any questions about the monitoring process, please reach out to:

Amanda Turcotte

Strategic Planning & Performance Specialist

amanda.turcotte@ride.ri.gov

Content Support

Contact your LEA liaison with content-specific questions :

Title I-A, Title IV-A and McKinney-Vento Team:

Stephanie Enos
stephanie.enos@ride.ri.gov

Eileen Botelho
eileen.botelho@ride.ri.gov

Kim Chouinard
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Ann Hampson
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Title III Team:

Tobie Bass
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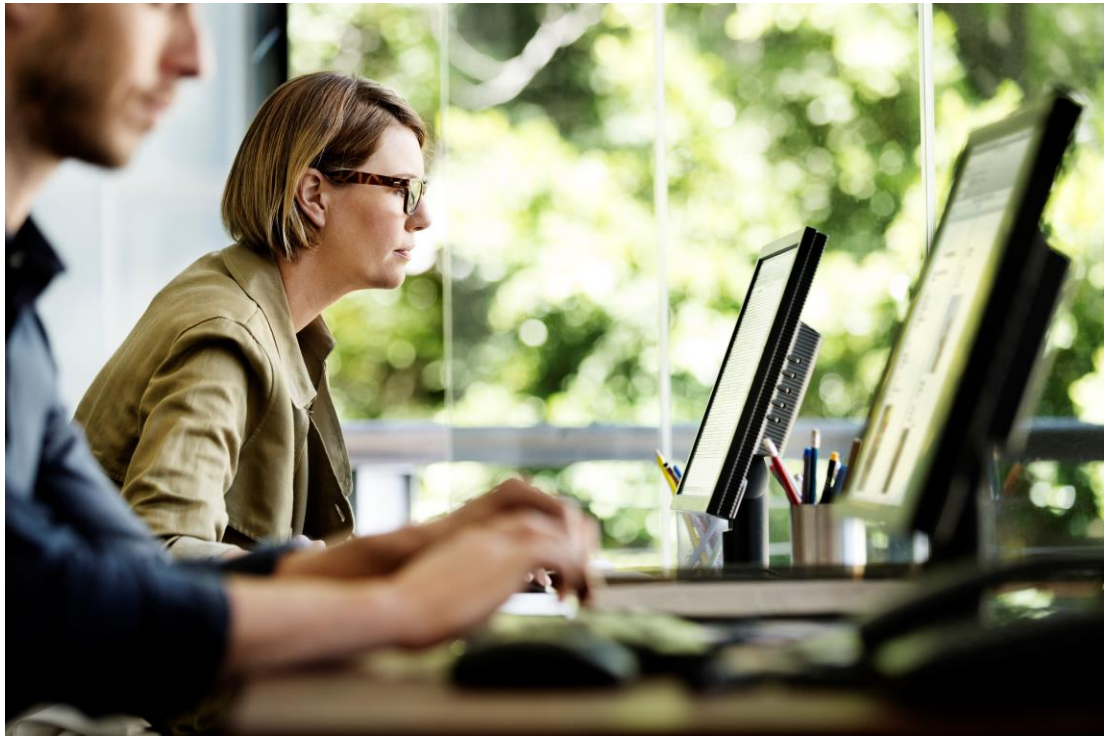
Flavia Molea-Baker
flavia.moleabaker@ride.ri.gov

Emily Klein
emily.klein@ride.ri.gov

Questions?

PRACTICE OPPORTUNITY

- ✓ Test and ensure access to the LEA **SharePoint** folder and subfolders
- ✓ A closer look at the **Monitoring Tools**
- ✓ **Converting documents** into PDFS
- ✓ Saving files according to the **naming convention**
- ✓ **Uploading** documents to the appropriate subfolder.



Link to Practice Activity:

https://docs.google.com/document/d/1kC9bbvxSpAGBmIlsQ0YfxJMpQ5tZKi-MmuVq67VTQ2I/edit?usp=sharing