

The Universal Monitoring Tool (UMT) is a self-evaluation of the practices and procedures currently implemented within your district. The UMT is completed by all districts selected for Tier 1: Universal Monitoring. Responses may also be reviewed during the entrance meeting for Tier 2: Focused Monitoring and Tier 3: Enhanced or Intensive Monitoring. For more information on the indicators required for ESEA program implementation and monitoring, please see the [Requirements & Documentation Guide](#).

For Tier 1 monitoring:

- All districts must complete the Foster Care and McKinney-Vento sections.
- Districts that receive an ESEA allocation must complete the Equitable Services and Common Compliance sections.
- Districts must complete the sections for each Title program for which the district receives an allocation and participates.
- If a district is identified as REAP, it should complete the REAP section and not the Title II-A and Title IV-A sections.

The Universal Monitoring Tool must be completed and [submitted electronically](#) by all districts by **November 2nd at 6pm PT**.

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Foster Care (FC)

#	Indicator	Check One
FC1	Our district has a documented process that describes how students in Foster Care can access transportation, which includes utilizing the Oregon Department of Human Services (ODHS) Transportation Request Form. <i>ESEA Sec 1112(c)(5)(B)</i>	☐ Yes ☐ No
FC2	Our district has an established protocol for arranging transportation for students in foster care. <i>ESEA Sec 1112(c)(5)(B)</i>	☐ Yes ☐ No
FC3	If FC2 is no: Please describe how your district would go about providing transportation for a student in foster care, should it be requested by their caseworker. <i>ESEA Sec 1112(c)(5)(B)</i> 	
FC4	Our district has an enrollment policy that includes language about students in foster care. <i>ESEA Sec 1112(c)(5)(B)</i>	☐ Yes ☐ No
FC5	Does the policy explicitly state that students in foster care have the right to immediate enrollment? <i>ESEA Sec 1112(c)(5)(B)</i>	☐ Yes ☐ No
FC6	Our district's Records Request Form is readily accessible to relevant parties and is appropriately utilized to allow for the timely and comprehensive exchange of student records in order to minimize interruption to the educational experience of students in foster care. <i>ESEA Sec 1112(c)(5)(B)</i>	☐ Yes ☐ No
FC7	Our district has a designated liaison who receives regular training and has the capacity to carry out duties related to supporting students in foster care. <i>ESEA Sec 1112(c)(5)(B)</i>	☐ Yes ☐ No
FC8	Our district liaison provides regular training to school and district staff about identification, enrollment and district procedures for students in foster care. <i>ESEA Sec 1112(c)(5)(B)</i>	☐ Yes ☐ No
FC9	Our district has a process/procedure for collaborating with DHS caseworkers to ensure students in foster care are receiving adequate support and advocacy. <i>ESEA Sec 1112(c)(5)(B)</i>	☐ Yes ☐ No
FC10	Our district has policies and procedures that ensure students in foster care receive free and reduced meals. <i>ESEA Sec 1112(c)(5)(B)</i>	☐ Yes ☐ No

Foster Care Upload:

Please upload the following 3 files:

- 1) Records Request Form
- 2) Enrollment Policy
- 3) Meal Policy

Please use the following naming convention:

26-27 - FC [Name of District] - [Records Request Form or Enrollment Policy or Meal Policy]

McKinney-Vento (MV)

#	Indicator	Check One
MV1	Our district has a designated McKinney-Vento Liaison who is appropriately trained, and this person's contact information is up to date in the CIP Budget Narrative. <i>MV Sec 722(g)(6)A, (g)(1)(J)(l)(iv)</i>	☐ Yes ☐ No
MV2	Our district has an enrollment policy that includes language about students navigating homelessness. <i>MV Sec 722(g)(6)(A)(i)</i>	☐ Yes ☐ No
MV3	Please describe your district's process for identifying students for McKinney-Vento. <i>MV Sec 722(g)(6)(A)(i)</i>	
MV4	Our district collects evidence demonstrating that staff are aware of the district McKinney-Vento policy. <i>MV Sec 722(g)(6)(A)(ix)</i>	☐ Yes ☐ No
MV5	Our district has a documented process that describes how McKinney-Vento eligible students access transportation to and from their school of origin. <i>MV Sec 722(g)(1)(J)(iii)(I,III)</i>	☐ Yes ☐ No
MV6	Our district has a dispute resolution for McKinney-Vento students and this process is publicly posted for students and families. <i>MV Sec. 722(g)(1)(C)</i>	☐ Yes ☐ No
MV7	Our district liaison provides regular training to school and district staff about identification, enrollment and district procedures including transportation for families and students experiencing houselessness. <i>MV Sec 722(g)(6)(A)(ix)</i>	☐ Yes ☐ No
MV8	How does the district promote services and notify students and families of their rights through McKinney-Vento? <i>MV Sec 722(g)(6)(A)(iv)</i>	
MV9	Tracking the intentions of houseless youth planning to continue their education past high school ensures equal access to resources and helps schools identify what supports are needed. Can you give examples of how your district supports these students? <i>MV Sec 722(g)(6)(A)(x)(I,II,III)</i> <i>*If your district only enrolls students in grades K-8 please write N/A or Not Applicable.</i>	
MV10	What is one example of how your district has revised or reviewed policy that acted as a barrier to students navigating housing instability? <i>MV Sec 722(g)(1)</i>	

Equitable Services to Private Schools (ES)

#	Indicator	Check One
ES1	Do you have any private schools located within your district's geographic boundaries? <i>ESEA Sec 1117(a)(1)(A), (b)(5), (b)(1), and 8501(a)(1), (c)(5)</i>	☐ Yes ☐ No
ES2	Briefly Describe how your district would know if a new private school were to open in your district. <i>ESEA Sec 1117(a)(1)(A), (b)(5), (b)(1), and 8501(a)(1), (c)(5)</i> 	
ES3	Are you aware of any students living in your district who attend a private school that is located within another district's boundaries? <i>ESEA Sec 1117(a)(1)(A), (b)(5), (b)(1), and 8501(a)(1), (c)(5)</i>	☐ Yes ☐ No
ES4	Do you provide equitable services to any private school?	☐ Yes ☐ No
ES5	If you have private school(s) located within your district that do not participate in equitable services, briefly describe any barriers or reasons as to why the private school(s) does not participate. If you do not have private schools located within your district, please enter "N/A." <i>ESEA Sec 1117(a)(1)(A), (b)(5), (b)(1), and 8501(a)(1), (c)(5)</i> 	
ES6	Is it district policy or practice to directly reimburse the private school for purchases made with the equitable share? <i>ESEA Sec 1117(d)(1), (2)(B) and 8501(d)(1)</i>	☐ Yes ☐ No
ES7	For the previous school year, was the equitable share completely obligated? <i>ESEA Sec 1117(a)(4)(B) and 8501(a)(4)(B)</i>	☐ Yes ☐ No
ES8	If the equitable share was not obligated during the school year in which it was allocated, was carryover provided? <i>ESEA Sec 1117(a)(4)(B) and 8501(a)(4)(B)</i>	☐ Yes ☐ No
ES9	If carryover was not provided, briefly explain why. <i>ESEA Sec 1117(a)(4)(B) and 8501(a)(4)(B)</i> 	

Equitable Services Upload:

- 1) Please upload Evidence of Consultation for **each** private school your district is required to consult with.
 - If you **do not consult with private schools**: do not upload any documents.
 - If a Private School **accepted services**: upload a copy of their signed Affirmation.
 - If a Private School has **declined services**: upload evidence of the private school declining services (such as an email, returned Intent to Participate Letter, etc.).
 - If a Private School was **non-responsive**: you must upload proof that the district contacted the school (such as: certified mail receipt, read email receipt, a log of all contact attempts, etc.).
 - 2) Documentation of how needs were assessed for each equitable service program for each participating private school*
 - 3) Documentation of program evaluation for each equitable service program for each participating private school*
- *If your district has more than five participating private schools, please [email the Ombuds](#) to determine which specific documents will be submitted.*

Please use the following naming convention:

26-27 - ES [Name of District] - [Name of Private School] - [Consultation or Needs or Evaluation]

Common Compliance (CC)

#	Indicator	Check One
CC1	Our district maintains separate accounts for each Title program. <i>2 CFR 225 Appendix A, 2 CFR 200</i>	☐ Yes ☐ No
CC2	Funds are spent on allowable activities as outlined in the Federal Funds Guide . <i>2 CFR 225 Appendix A, 2 CFR 200</i>	☐ Yes ☐ No
CC3	District spending aligns with budget narratives. <i>ESEA Sec 1112(a)(2-3) 1112(b), ESEA Sec 8302, 2 CFR 200</i>	☐ Yes ☐ No
CC4	Federal funds are used to supplement rather than replace state/district funds or activities. <i>2 CFR 225 Appendix A, 2 CFR 200</i>	☐ Yes ☐ No
CC5	Describe your process for approving federal grant expenditures. In your response, please include how requests are made, who reviews them, how they are approved, and how the district ensures approved expenditures are aligned to the budget narrative. <i>2 CFR 225 Appendix A, 2 CFR 200</i>	
CC6	Our district maintains an inventory for all equipment and non-consumable supplies purchased with federal funds that is reviewed at least once every two years. <i>2 CFR 200.313</i>	☐ Yes ☐ No
CC7	Our district has a process to track work activities for employees paid in part or in full by federal funds. <i>2 CFR 200.430</i>	☐ Yes ☐ No
CC8	Describe your system for tracking and documenting time and effort of staff paid out of federal funds. In your response, include when documentation takes place, who oversees the process, and how staff are made aware of their federally funded status. <i>2 CFR 200.430</i>	
CC9	What support is needed to strengthen district policies and practices in Common Compliance?	

Common Compliance Upload:

Please upload the following 2 files:

- 1) One sample form of time & effort
- 2) List of staff paid with Title I-A, II-A, IV-A or V-B funds

Please use the following naming convention:

26-27 - CC [Name of District] - [Sample Form or Staff List]

Title I-A (1A)

#	Indicator	Check One
1A1	Our district has a process to review school level plans at the district level. <i>ESEA Sec 1114(b), ESEA Sec 1115(b)</i>	☐ Yes ☐ No
1A2	What is your district process for ensuring that schools are engaging families in the development, review, and revision of school-level Title I-A plans? <i>ESEA Sec 1116(b)(1)</i>	
1A3	Each Title I-A funded building has an annual meeting to describe the school's Title I-A program and parent rights. <i>ESEA Sec 1116(c)(1)</i>	☐ Yes ☐ No
1A4	Each Title I-A funded building has a family engagement plan that is collaboratively developed with families and includes a compact. <i>ESEA Sec 1116(c)(1), (e)</i>	☐ Yes ☐ No
1A5	Each Title I-A funded building employs strategies and tools throughout the year to engage parents/guardians in an inclusive and meaningful way. <i>ESEA Sec 1116(e)</i>	☐ Yes ☐ No
1A6	All teachers in Title I-A funded buildings meet state licensure requirements and all paraprofessionals who support instruction must meet highly qualified requirements outlined in ESEA. <i>ESEA Sec 1111(g)(2)(J), Sec 1112(e)(1)(A)</i>	☐ Yes ☐ No
1A7	Teachers are equitably distributed at the district level so that students in Title I-A funded buildings are not taught at higher rates by unqualified, out-of-field, or inexperienced teachers. <i>ESSA Sec 1111(g)(1)(B)</i>	☐ Yes ☐ No
1A8	What support is needed to strengthen district policies and practices in Title I-A?	

Title I-A Upload:

Please upload the following files:

- 1) A Title I-A School Plan for each Title I-A School.
If your district has more than 5 Title I-A schools, submit plans for 30% of your Title I-A schools, rounding up to the whole number.
*Example: 17 Title I-A schools = (17) * (0.30) = 6 school plans*
- 2) Family Engagement Form for each school that submitted a Title I-A School Plan

Please use the following naming convention: 26-27 - 1A [Name of District] - [Name of School] - [School Plan or Family Engagement Form]

Title II-A (2A)

#	Indicator	Check One
2A1	Our district maintains documentation of the content and staff participation in professional learning. <i>ESEA Sec 2102 (b)(2)(B)</i>	☐ Yes ☐ No
2A2	Our district has processes to determine whether professional learning is being implemented in the classroom. <i>ESEA Sec 2102 (b)(2)(D)</i>	☐ Yes ☐ No
2A3	Describe one Title II-A funded strategy What data/tools were used to measure the impact of the strategy and the evidence that demonstrates the impact on improving educator practice and student outcomes. <i>ESEA Sec 2102 (b)(2)(D)</i> 	
2A4	Title II-A requires that historically underserved students have equitable access to effective teachers, principals and other school leaders. Describe how your LEA provides professional learning for educators to ensure they are prepared to address the specific learning needs of focal student groups. <i>ESEA Sec 2102 (b)(2)(B)</i> 	
2A5	Our district has a system for professional growth and improvement that provides educators with regular opportunities for reflection and feedback. <i>ESEA Sec 2102 (b)(2)(B)</i>	☐ Yes ☐ No
2A6	Our district has practices for recruitment and retention that support educators across the career continuum from induction through teacher leadership. <i>ESEA Sec 2102 (b)(2)(B)</i>	☐ Yes ☐ No
2A7	What support is needed to strengthen district policies and practices in Title II-A? 	

Title IV-A (4A)

#	Indicator	Check One
4A1	Our district engages in ongoing consultation on the use of IV-A funds both within the district and the community at large, including tribal leaders. <i>ESEA Sec 4106(c)(1)</i>	☐ Yes ☐ No
4A2	Describe two* Title IV-A funded strategies, and the evidence that demonstrates the impact of each on student outcomes. <i>ESEA Sec 4106(e)(1)(E)</i> *If your district only funds one activity out of Title IV-A, please feel free to respond with one activity 	
4A3	Our district has a current, Board-adopted internet safety policy. <i>ESEA Sec 4121(a)</i>	☐ Yes ☐ No
4A4	What support is needed to strengthen district policies and practices in Title IV-A? 	

Title V-B REAP Flex (5B)

5B1 Describe the impact of the funded activities through REAP. *ESEA Sec 5211*

Title V-B RLIS (5B)

5B2 Describe the impact of the funded activities through RLIS. *ESEA Sec 5224(3)*

Title I-D (1D)

Please upload the following file:

1) Title I-D Plan

Please use the following naming convention:

26-27 - 1D [Name of District] – Plan

ESEA Sec 1423

ODE Resources

Foster Care

- [Sample Transportation Plan](#)
- [Guidelines for developing transportation procedures](#)
- [DHS Transportation Request Form](#)
- [Copies of School Notification Form](#)
- [Sample records request form](#)
- [Sample enrollment policy](#)
- [Sample Job Description](#)
- [Sample Training PPT](#)
- [Copies of School Notification Form](#)
- [Sample Meal Policy](#)

McKinney-Vento

- [MV Liaison Training Rubric-Table Tools](#)
- [Sample MV Family Intake Form](#)
- [2017 OSBA Sample Policy and Administrative Rules for Homeless Students](#)
- [Oregon MV Dispute Protocols](#)
- [NCHE Parent Poster](#)
- [Sample Poster: Information for Parents](#)
- [NCHE Youth Poster](#)
- [FAFSA Determination Letter for Unaccompanied Homeless Youth](#)

Equitable Services

- [Affirmation of Consultation](#)
- [Sample Intent to Participate Letter](#)
- [Private School Participation Under ESEA webpage](#)
- [Equitable Services Learning Modules](#)
- [Private school by District List](#)

Common Compliance

- [Supplement not Supplant](#)
- [Purchasing Food with Federal Funds](#)
- [Administrative Costs](#)
- [Determining Allowability](#)
- [Carrying Over Federal Funds](#)
- [Maintenance of Effort](#)
- [Oregon Federal Funds Guide](#)
- [Purchasing Store Cards with Federal Funds](#)
- [Transferability](#)
- [Inventory Brief](#)
- [Sample Inventory Sheet](#)
- [Time and Effort Reporting Form \(Sample\)](#)
- [Time and Effort Brief](#)

Title I-A

- [Schoolwide Programs](#)
- [Targeted Assistance Programs](#)
- [SWP Criteria and TAS Plan Criteria](#)
- [SWP template and TAS template](#)
- [Title I-A Basics \(PPT\)](#)
- [Annual Meeting Brief and PPT Template](#)
- [Community Engagement Toolkit](#)
- [Checklist for Compacts](#)
- [Family Engagement Monitoring Response Form](#)
- [Family Engagement PPT and Brief](#)
- [Principal Verification of Teacher and Paraprofessional Qualifications Form](#)
- [Paraprofessional Qualification Form](#)
- [Paraprofessional OAR](#)
- [Teacher Requirements under I-A](#)
- [Paraprofessional Requirements under I-A](#)

Title II-A

- [Title II-A Basics PPT](#)
- [Increasing the Effectiveness of Professional Learning](#)
- [Oregon Framework for Teacher and Administrator Evaluation and Support](#)

Title IV-A

- [Title IV-A Basics \(PPT\)](#)
- [Community Engagement Toolkit](#)
- [Tribal Consultation](#)

Title V-B

- [Title V-B Basics PPT](#)

Title I-D

- [Title I-D Basics \(PPT\)](#)
- [Title I-D Handbook](#)