



ARIZONA DEPARTMENT OF EDUCATION

Arizona Department of Education

On-Site Visit Guidance

FY25 ESEA Programmatic Monitoring

12-31-2024

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ESEA Programmatic Monitoring On-Site Visit Purpose

Programmatic monitoring is an essential function of the Arizona Department of Education's Academic Achievement Unit. The Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) in December 2015, requires State Educational Agencies (SEAs) to monitor Local Educational Agencies (LEAs) that accept ESEA grant funds. The purpose of ESEA grant funds is to provide all children significant opportunities to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.

Besides being lawfully required, the purpose of an on-site programmatic monitoring visit is to help evaluate the effectiveness of ESEA programmatic components and provide feedback for improvement. Since on-site visits are assigned in all cycles, the focus areas of the visit are aligned to required items in the ESEA funding application, ensuring all 4 umbrellas are included. The on-site visit also assists Arizona Department of Education (ADE) in determining technical assistance and professional development needs of the LEAs throughout the state and to determine the support an LEA needs in targeted areas based on monitoring.

On-Site Monitoring Focus Areas

To determine the focus areas for on-site monitoring, the following had to be true: each umbrella was represented by at least one focus area, each focus area should have components that LEAs are familiar with, and each focus area can be used to determine compliance and provide feedback. The Focus Areas for On-Site Monitoring are components that are assured to be done with the agreement of accepting ESEA funding. The Five Focus Areas for ESEA On-Site Programmatic Monitoring are:

1. Integrated Action Plan
2. Professional Development
3. Parent & Family Engagement
4. Transition Plans
5. McKinney-Vento Homeless Education Act

On-Site Monitoring Process

ADE has worked to ensure that the LEA on-site visit meets the objectives of ESEA Programmatic Monitoring, while not being overly burdensome. The five focus areas for the on-site visit are: Integrated Action Plan, Professional Development, Parent & Family Engagement, Transition Plans, and McKinney-Vento Homeless Assistance Act. Please note that there may be more focus areas introduced based on LEA or state need. LEAs may want to form a team, or use their existing stakeholder team, to prepare for the on-site visit. The on-site monitoring process will include 4 or 5 steps.

Step 1: Prepare team and documentation for evidence upload submission

Step 2: Prepare for On-Site Visit

Step 3: On-Site Visit

Step 4: Determination Meeting

Step 5: Specific Evidence Submissions or Corrective Action Plan (if applicable)

Evidence Submissions

The LEA will submit evidence prior to the visit for the following focus areas **only**:

- Integrated Action Plan
- Professional Development
- Parent & Family Engagement
- Transition Plans

The LEA should begin this portion of the on-site visit process by reviewing the focus area rubrics, found in this guidance handbook, that will be used to evaluate the LEAs compliance and effectiveness in the four focus areas. The LEA should find available and understandable evidence to submit to ADE that is not included in the GME funding and planning sections. The four focus areas will have one submission for each area, with a limit of 10mb per submission. The LEA will need to determine which high-quality evidence will be submitted. The on-site ADE team members will be using the items within the GME funding application and planning section to gather additional evidence therefore the 10mb should not include screenshots or PDFs of pieces found within GME. LEAs should not be recreating evidence, authentic evidence is mandatory and should be compiled into one document for each focus area submission, with the cover page as the first page. Using the individual cover page (in appendix) for each focus area identifying the evidence document(s) that connect(s) to a component in the rubric. If there is not authentic evidence submitted for a particular rating area on the rubric the LEA should put Not Available. Once compiled, with the cover page first, and saved using the naming conventions, the LEA Authorized Representative needs to upload the four evidence submissions into the corresponding EMAC data collection task. Once an on-site visit is scheduled, the FY25 ESEA On Site Visit Programmatic Monitoring will be added to the LEA's assigned programs.

On-Site Visit Presentation & Schedule

Each on-site visit will include a brief presentation by the LEA based on the district ESEA process and programs, and time spent at the school site(s). The presentation will be based on all five focus areas, using the provided presentation outline. The Mc-Kinney-Vento Homeless Assistance Act does not require evidence submissions but must be included in the presentation.

Depending on the LEA's context and size, both the LEA and ADE reserve the right to extend the on-site visit information gathering; this could add extra hours or extra days to the visit. Once an LEA

receives notice of the on-site visit, all school sites should be informed of the possibility of an on-site visit. The specific school sites ADE visits will be included in the schedule request.

Considerations in Preparing for the On-Site Visit

The LEA needs to have a room available to accommodate all participants and the ADE team to begin the day with the LEA's presentation, making sure the presentation can be viewed by all participants. Some helpful tips for LEA's preparing for an on-site visit include:

- have hard copies of the visit schedule, school map, and any other information available for team members based on the presentation and visit
- if doors are locked, ensure a key is readily available
- information on dress code, parking, entering the school, sign in process, safety information, etc.

Feedback & Determination

ADE will provide the LEA with feedback and determination results via a virtual meeting. The meeting will be scheduled to happen within three days of the on-site visit ending. The determination presentation and letter will be uploaded into EMAC after the virtual meeting concludes.

Mandatory Follow Up, if applicable

Next Steps for an LEA will be determined based on ADE's evaluation from the evidence submissions and on-site visit. Demonstrating compliance with all applicable Main Requirements of ESEA statute is the responsibility of the LEA. If an LEA is unable to demonstrate compliance with appropriate evidence, they will either be asked to submit specific evidence and/or be placed in corrective action.

Specific Evidence Submission

If a specific evidence submission is required, the LEA has three (3) days from the date of the determination document being received to upload the requested evidence into the applicable EMAC task.

Corrective Action Plan

An LEA that is placed in Corrective Action, will have ten (10) days to upload their Corrective Action Plan(CAP) into the applicable EMAC task. Once ADE has reviewed and approves the plan, the LEA will have 15 days from receiving the approval, to receive Governing Board approval of the plan. Upon approval, the CAP, with the board agenda and board minutes showing approval, must be uploaded into the Related Documents section of the GME ESEA Consolidated funding application.

Timeline

10 business days before the visit: the LEA will submit evidence into EMAC to be used in evaluating the LEA's compliance and effectiveness based on the rubrics, which include:

Integrated Action Plan
Professional Development
Parent and Family Engagement
Transition Plans

Based on each rubric, the LEA should select what evidence is available and understandable to submit to ADE for rating evaluation purposes. Evidence should not include items that are accessible in the GME funding or planning sections of the ESEA Consolidated Application.

The LEA determines what evidence should be submitted.

Evidence for each area should be compiled into one document for submission.

There will be four (4) total evidence submissions for the LEA.

Cover Pages Based on Rubric:

- List evidence documentation for each component
- LEA has option to determine if they have evidence or not

Five business days before visit: ADE will send LEA list of items to include in on-site visit

Three business days before the visit: LEA will upload a schedule of the on-site visit into EMAC, including things that ADE has requested, in addition to the presentation.

Time

Place

Who

What area for review

Two business days before the visit: If applicable, ADE will request revisions to LEA's submitted schedule.

Day of the visit: ADE will follow schedule for on-site visit, including presentation of LEA's ESEA Continuous Improvement Presentation. The LEA must upload the ESEA Continuous Improvement Presentation into EMAC.

Up to Three Business Days After Visit: LEA & ADE will have a virtual determination meeting, which will be scheduled for 30 minutes.

Three Business Days After Determination Meeting: LEA will upload the requested Specific Evidence documents, if required, to the corresponding task in EMAC.

Ten Business Days After Determination Meeting LEA will upload their Corrective Action Plan, if required, to corresponding task in EMAC.

Integrated Action Plan Rubric

Integrated Action Plan	Minimally Proficient	Partially Proficient	Proficient
Collaboration with Stakeholders	Stakeholders are not actively involved in the process of developing and implementing the Integrated Action Plan.	Some stakeholder groups participate in the process of developing and implementing the Integrated Action Plan	All required stakeholder groups actively participate in the process of developing and implementing Integrated Action Plan.
Regular Monitoring and Review	The stakeholder team convenes less than four times throughout the planning and implementation period.	The stakeholder team convenes at least 4 times throughout the planning and implementation period.	The stakeholder team convenes more than 8 times throughout the planning and implementation period.
Data Analysis	Data relevant to the period between the current and previous review is not regularly provided to stakeholders	Stakeholders receive a report of data relevant to the period between the current and previous review.	Using relevant and recent data, stakeholders participate in data analysis.
Goals	Goals are unclear, vague, and lack clear criteria for measuring success.	Goals are set for Math and ELA with criteria for measuring success.	Goals, with clear criteria for measuring success, are set for Math, ELA, and other areas & subgroups identified through the Comprehensive Needs Assessment. Goals are clear and easy to understand for stakeholders.
Action Steps	Action steps do not address the needs of all students.	Action steps provide some connection to the needs of all students.	Action steps describe how the needs of all students will be addressed, especially those most at risk of not meeting the challenging State academic Standards.
Monitoring and Evaluation	No monitoring or evaluation processes exists. Success cannot be measured effectively.	Minimal monitoring or evaluation processes are included. Metrics are vague or insufficient.	Monitoring and evaluation processes are evident but may benefit from more clarity or specific metrics.

Professional Development Rubric

Professional Development	Minimally Proficient	Partially Proficient	Proficient
Goals & Objectives	Goals are vague or unrelated to school needs.	Goals somewhat align with school needs.	Goals are clear and align to school/district needs.
Statutorily Required Topics Are Provided	There is no evidence of statutorily required training being provided to staff. No required documentation is retained.	Most statutorily required trainings are provided to most applicable staff. Required documentation is not easily accessible.	All statutorily required trainings are provided to all applicable staff. Required documentation is easily accessible.
Based on Data	No data used to determine topics.	Limited alignment with teacher needs based on student data and feedback.	Mostly aligned with teacher needs based on student data and feedback.
Ongoing Support and Feedback	No clear plan for providing support or feedback to staff.	Minimal support and feedback for implementation.	Strong focus of ongoing support for staff, with regular feedback opportunities.
Documentation of Professional Development	Evidence documents are missing or documents are not easy to understand.	Some evidence documents related to Professional Development at the LEA are accessible.	Evidence documents related to Professional Development at the LEA are easily accessible and easy to understand.
Monitoring and Evaluation	No evaluation process in place for professional development. Success cannot be measured effectively.	Minimal evaluation process for professional development. Metrics are vague or insufficient.	Monitoring process is evident. Metrics are clear and are used to make decisions for future professional development

Parent & Family Engagement Rubric

Parent and Family Engagement	Minimally Proficient	Partially Proficient	Proficient
Parent and Family Engagement Policy	Stakeholders are not involved in the development, review, or revision of the parent and family engagement policy.	Some stakeholders are minimally involved in the development, review, or revision of the parent and family engagement policy.	Stakeholders are actively involved in the development, review, and revision of the parent and family engagement policy.
Frequency of Relevant Communication	Communication happens very rarely.	Communication happens and mostly focuses on emergencies and major events.	Communication is frequent and keeps parents informed of activities, events, and student progress.
Format of Communications	Parents may miss communications because they are only offered in one format.	Communications are shared through limited formats which make it difficult for some parents to receive.	Communications are available in multiple formats that are accessible to most parents.
Clarity of Communications	Communications contain unclear language, excessive jargon, or lack structure resulting in stakeholders regularly needing to request clarification. Communications are not offered in other languages.	Communications are usually clear, but occasionally contain complex items, jargon, or ambiguous phrasing, causing some stakeholders to request clarification or misinterpret key points. Communications are offered in one other language.	Communications are clear, concise, and free of jargon, with stakeholders consistently understanding the information without needing to request clarification. Communications are offered in multiple languages.
Accessibility of Activities and Events	Activities and events are inaccessible to many participants due to barriers that impede access and participation, including economic disadvantage, ethnicity, language, etc.	The LEA has addressed the biggest barrier for participation, making activities and events accessible to most participants.	The LEA has addressed barriers to equitable access and participation, making activities and events accessible to all participants.
Feedback	Parents and families are not offered opportunities to provide feedback to the LEA.	Parents and families are offered opportunities to provide feedback to the LEA. Feedback is collected in one format and only some families provide feedback.	Parents and families are encouraged to provide feedback to the LEA. Feedback is collected in multiple formats and most families provide feedback.

Transition Plans Rubric

Transition Plans	Minimally Proficient	Partially Proficient	Proficient
Communication and Coordination	Communication does not exist or is incomplete resulting in confusion or disengagement. Transition plans are unclear or non-existent.	Communication is inconsistent or some important details are missing. The transition plan exists but may not be fully understood by all stakeholders.	Communication is regular but may lack consistency in some areas. The transition plan is mostly clear, but minor details may need clarification.
Student Support	No clear support system. Students are left to transition without adequate academic or emotional guidance.	Limited support systems. Only basic needs are addressed, with minimal family involvement.	Support systems are available but may not address individual needs. Some collaboration with families, but gaps in addressing certain areas of student support.
Orientation and Familiarization	No formal orientation or familiarization activities. Students and parents are left to navigate the transition independently.	Basic orientation activities are provided, but they are disorganized or insufficient. Important transition details may be unclear.	Orientation and familiarization are available, but some aspects might be rushed or incomplete. General student and parent questions are answered.
Curriculum Continuity	Significant curriculum gaps leading to confusion or academic difficulty for students. No support provided to address curriculum differences.	Noticeable gaps between curricula that create academic challenges. Limited support is provided for students to adjust to the new curriculum.	Reasonable alignment between the two curricula, with some small gaps. Academic support is provided for most students.
Social and Emotional Adjustment	Little to no attention to social or emotional adjustment. Students feel isolated, with no programs in place to build community or address emotional needs.	Minimal focus on social and emotional adjustment. Some students may struggle with feeling connected or supported.	Some efforts to help students build social connections, but more could be done to promote emotional well-being during the transition.
Monitoring and Evaluation	No monitoring or evaluation processes. Success cannot be measured effectively.	Minimal monitoring or evaluation processes are included. Metrics are vague or insufficient.	Monitoring and evaluation processes are evident but could use more clarity or specific metrics.

On-Site Presentation Guidance

FY25 ESEA On-Site Visit Presentation Guidance

Agenda

1. Integrated Action Plan
2. Professional Development
3. Parent & Family Engagement
4. Transition Plans
5. McKinney-Vento Homeless Assistance Act

Format of Topics

- ★ 3 min to present information
 - Quarter 1 strategies
 - Quarter 1 evaluation
 - Setbacks/lessons learned
 - Next steps/solutions
- ★ 2 min for clarifying/probing questions
- ★ 5 min for feedback/discussion
- ★ 2 min to synthesize feedback

Integrated Action Plan

- Data Analysis
 - Outcomes
 - Findings/Trends
 - Progress toward Goals
- Action Steps
 - Revisions

Professional Development

- Goals & Objectives
 - Data Driven
 - Revisions
- Ongoing Support and Feedback
 - Findings/Trends
 - Progress toward Goals

Parent and Family Engagement

- Activities/Events
 - Family Attendance
 - Findings/Trends
 - Future Planning

- ❑ Communication
 - Types
 - Distribution
 - Follow Up/Feedback
 - Findings/Trends
 - Future Planning

Transition Plans

- ❑ Planning
 - Team Members
 - Work of Team
- ❑ Monitoring and Evaluation
 - Data Analysis
 - Findings/Trends
 - Future Planning

McKinney-Vento Homeless Assistance Act

- ❑ HCY Identification Data
 - Upon Enrollment
 - Continued Eligibility
 - Via staff/liaison
- ❑ Public Notice Posters
 - Locations
 - Dates of postings
 - Responsibility for Posting
- ❑ HCY Support
 - Community Partnerships/Referrals
 - Materials, Uniforms, Transportation, etc.
 - Follow up

APPENDIX

Umbrellas

Stakeholder Engagement Umbrella

The Stakeholder Engagement umbrella covers all required items related to the meaningful and equitable engagement of students, families, and community members for the purpose of informing, planning, and evaluating services and programming implemented by the entity.

This includes:

- Programs, procedures, practices, and activities that impact or involve stakeholders
- Parent/guardian participation in their child's educational, extracurricular, and social-emotional progress
- Student participation in their own educational, extracurricular, and social-emotional progress
- Inclusion of stakeholder input and opportunities to participate in and support entity programming
- Data collection, implementation methods, activities to reflect stakeholder perspective
- Communication with stakeholders to ensure they are informed

Policies and Procedures Umbrella

The Policies and Procedures umbrella covers all local education agency approved policies, procedures, and written plans that describe internal processes to ensure fulfillment of requirements as mandated by U.S. Department of Education and/or Arizona Department of Education and as is stated in statute as the purpose of funding.

This includes:

- Governing board policies
- Evidence of assurances being upheld
- Documentation of requirements in statute
- Written internal plan(s) detailing the responsible personnel, process (i.e. sequential steps to be taken), timeline, and related documents necessary to ensure fulfillment of requirement(s)
- Written internal plan(s) to evaluate successful fulfillment of the intended purpose of activities or utilized funding

Students Umbrella

The students umbrella covers all required items related to programs, processes, and services intended to ensure ALL children are provided significant opportunities to receive a fair, equitable, and high-quality education by closing educational achievement gaps and ensuring all students are college and career ready.

This includes:

- Methods of identifying students eligible to receive services or participate in planned programming based on their needs
- Plan to ensure strong and effective implementation of services, programming, and transitions between or across educational programs
- Methods to evaluate program or service impact and success

- Development and utilization of assessment system to track and measure service or program impact and success
- Data to be gathered and utilized to evaluate and address effectiveness of programming through the duration of the program
- Plan to monitor and adjust based on assessment of progress of students towards goals
- Planned professional development based on student needs and programming
- Other evidence used to demonstrate impact of service or program on the successful closing of educational achievement gaps

Programming Umbrella

The Programming umbrella covers all required items related to the selection, development, planning, coordination, and implementation of programs and services by the entity over the lifetime of the grant.

This includes:

- Selection of program/model types
- Selection of supplemental programming
- Application of collected data to plan effective programming
- Planning process and development of an implementation plan
- Coordination with other programs and/or services
- Determined source, tracking system, and intended application of data to be collected over time
- Evaluation of program or service outcomes to inform further implementation
- Implementation and evaluation timelines

General Documentation Standards

- Documentation may be in the preferred format the LEA selects provided it includes the required elements.
- Documentation submitted must have any Personal Identifying Information (PII) redacted
- Documentation Evidence: To sustain compliance, each type of evidence document must include at least the following:
 - Distribution and/or a Posting:
 - Date and method of distribution or location of posting
 - Intended audience of distribution or posting
 - Identification of specific LEA or school site (letterhead, of logo, name, and contact information of site)
 - If required, signature of LEA Authorized Representative
 - Screenshot, if posting virtually
 - Meeting, Activity and/or Event:
 - Advance notices (using Distribution standards above)
 - Sign In sheets (must include name of activity/event, date and time, participant information)
 - Agenda
 - Meeting Minutes, indicating list of decisions made
 - Presentation and/or materials used for activity or event, including shared data
 - Communication
 - Date(s)
 - Titles of Individuals involved in communication
 - Text of communication
- Saving Documentation Evidence
 - Naming Standards: Cycle Number 2025- Name of Evidence Document-Exact name of LEA (i.e. Cycle 3 Schoolwide Program Evaluation Procedure ABC Arts School)
 - Must be less than 10MB in size
 - Preferred format: PDF
 - Acceptable formats: Microsoft Word, Microsoft Excel, GIF, JPEG, or PNG

Evidence Submission Instructions

FY25 ESEA Programmatic Monitoring On-Site Evidence Submission Instructions

To prepare for the on-site monitoring visit, ADE staff will become more familiar with each LEA based on their evidence submissions. Each LEA is responsible for submitting their evidence for each rubric rating area to the applicable EMAC task 10 days before their on-site monitoring visit.

Evidence Submissions:

1. The LEA should select available and understandable evidence that is not included in the GME funding and planning sections to submit to ADE for evaluation purposes. The LEA should not be creating evidence at this time.
2. The LEA determines what high-quality evidence should be submitted to provide evidence for each focus area, with an understanding that the document may not be larger than 10mb.
3. Evidence for each area should be compiled into one document for submission, preferably in PDF format.
4. The LEA will use the individual cover page (on following pages) for each rating area to indicate the evidence documents that connect to a rating area in the rubric. If the LEA does not have an evidence document to submit for a particular area, please write Not Available.
5. The LEA will need to compile the chosen evidence, with the table of contents as the first page, and save it as one document being sure to follow the naming conventions upon submission.

On Site Evidence Submission Naming Conventions:

- FY25- Name of Evidence Document-Exact name of LEA

Example: FY25 Integrated Action Plan ABC Arts School

Evidence Submission Cover Page: Integrated Action Plan

Integrated Action Plan Evidence Submission

LEA NAME: _____

Use this Cover Page to Indicate which evidence documents are being submitted as part of the Integrated Action Plan evaluation. If the LEA does not have an evidence document to submit for a particular area, please write Not Available. ESEA Programmatic Monitoring evidence and responses provided must represent the current circumstances at the LEA, this allows ADE to truly identify topics that need additional technical assistance to support with compliance and effectiveness.

Rubric Area	Title of Evidence Submission or Not Available
Collaboration with Stakeholders	
Regular Monitoring and Review	
Data Analysis	
Goals	
Action Steps	
Monitoring and Evaluation	

Evidence Submission Cover Page: Professional Development

Professional Development Evidence Submission

LEA NAME: _____

Use this cover page to indicate which evidence documents are being submitted as part of the Professional Development evaluation. If the LEA does not have an evidence document to submit for a particular area, please write Not Available. ESEA Programmatic Monitoring evidence and responses provided must represent the current circumstances at the LEA, this allows ADE to truly identify topics that need additional technical assistance to support with compliance and effectiveness.

Rubric Area	Title of Evidence Submission or Not Available
Goals & Objectives	
Statutorily Required Topics Are Provided	
Based on Data	
Ongoing Support and Feedback	
Documentation of Professional Development	
Monitoring and Evaluation	

Evidence Submission Cover Page: Parent & Family Engagement

Parent & Family Engagement Evidence Submission

LEA NAME: _____

Use this cover page to indicate which evidence documents are being submitted as part of the Parent & Family Engagement evaluation. If the LEA does not have an evidence document to submit for a particular area, please write Not Available. ESEA Programmatic Monitoring evidence and responses provided must represent the current circumstances at the LEA, this allows ADE to truly identify topics that need additional technical assistance to support with compliance and effectiveness.

Rubric Area	Title of Evidence Submission or Not Available
Parent & Family Engagement Policy	
Frequency of Relevant Communication	
Format of Communications	
Clarity of Communications	
Accessibility of Activities and Events	
Feedback	

Evidence Submission Cover Page: Transition Plans

Transition Plans Evidence Submission

LEA NAME: _____

Use this cover page to indicate which evidence documents are being submitted as part of the Transition Plans evaluation. If the LEA does not have an evidence document to submit for a particular area, please write Not Available. ESEA Programmatic Monitoring evidence and responses provided must represent the current circumstances at the LEA, this allows ADE to truly identify topics that need additional technical assistance to support with compliance and effectiveness.

Rubric Area	Title of Evidence Submission or Not Available
Communication and Coordination	
Student Support	
Orientation and Familiarization	
Curriculum Continuity	
Social and Emotional Adjustment	
Monitoring and Evaluation	

Sample Schedule for On-Site Pilot Program Visit

The below schedule is a sample that can be used to create the LEAs schedule and provide information to the ADE team on logistical items. On the following pages are an example submitted from an LEA. ADE will email their requested items to observe 5 days prior to the on-site visit. The LEA will upload their proposed schedule 3 days before the on-site visit to the applicable EMAC task. ***Please note that the LEA site leader(s) should be participating in the LEA Presentation and Information Gathering

On-Site Visit Agenda for LEA NAME

DATE OF VISIT

1. **Correct address of location where team will begin the day.**
2. **Where to enter lot and park vehicles.**
3. **Where to enter building and sign in process.**
4. **WiFi network and password.**
5. **Location of restrooms and where to fill water bottles.**
6. **Any other pertinent information the team may need for the on-site visit.**

TIME	TOPIC	LOCATION	PURPOSE	PARTICIPANTS
1 hour	ESEA Continuous Improvement Presentation		Required	LEA Team and ADE Team
3-5 hours	Information Gathering via observations, walkthroughs, discussions, etc.		Based on ADE requests	ADE Team and LEA site leader(s)

On-Site Visit Agenda for ABC Arts School

Wednesday, December 11, 2024

1. **Start time of On-Site Visit Presentation: 9am**
2. **Correct address of location where team will begin the day:** 2345 W. Rose Avenue; Phoenix, AZ 89067
3. **Earliest time team members can arrive:** 7:00am
4. **Where to enter lot and park vehicles:** Enter from Rose Avenue, follow the parking lot flow, and you will see the playground on your right hand side and a small house on your left, this is the District Office. Park in any spot in front of District Office.
5. **Where to enter building and sign in process:**
6. **Wi-Fi network and password:** Our IT team will be on site to ensure internet connection for all devices for the ADE team.

7. Location of restrooms and where to fill water bottles: We will have water bottles available for the team. Restrooms are available in the school front office, we will show you where they are when the team is here.

8. Any other pertinent information the team may need for the on-site visit: Traffic is heavily backed up on Rose Avenue, due to construction, after 7:30am until about 9:00am.

TIME	TOPIC	LOCATION	PURPOSE	PARTICIPANTS
9am to 10am	ESEA Continuous Improvement Presentation	District Office	Required	LEA Team and ADE Team
10am to 10:30am	Observe Title 1 Reading Specialists	Room 156	Budget Item	ADE Team, Ms. Happy, and Mr. Jolly
10:30am to 11:00am	Visit 4 th grade classrooms	Room 187 Room 190 Room 189	Item Related to Evidence Submissions	ADE Team, Mr. Merry, Ms. Careby, and Ms. Glitter
11:00am to 12:00pm	Observe Middle School Intervention PLC & Debrief with Coach	Room 123	Budget Item; Showcase/Spotlight Item	ADE Team, Ms. Fuzily, Mr. Branch, Ms. Tello, Ms. Luki
12:00pm to 12:30pm	Meet with Staff that Attended XYZ Conference	District Office	Budget Item; Related to Evidence Submissions	ADE Team, Ms. Happy, Mr. Jolly, Ms. Fuzily
12:30pm to 1:00pm	Observe Math Intervention in Classrooms	Room 134 Room 165 Room 149	Gather more information	ADE Team, Ms. Bupil, Mr. Turner, Ms. Downy

Possible Evidence Documentation

The below table is a list of example evidence that an LEA may collect to demonstrate compliance with each requirement. The list is not exhaustive and not all the listed documents have to be submitted. Each LEA has the autonomy to determine which high-quality documentation, not located within the GME or EMAC platforms, will be useful for ADE to give a justifiable rating on the components of the rubric.

#	Main Requirement	Agenda	Minutes	Participants	Advance Notices	Data Analysis	Presentations	Materials	Survey/Feedback	Copy of Revisions	Sign In Sheets	Student Attendance Lists	Program specific mandatory documentation	Student Specific Communications with Parents
1	The LEA must develop, review, and revise a plan to utilize ESEA funding in consultation with stakeholders and in coordination with other programs.	X	X	X	X	X	X	X	X	X	X		X	
2	The LEA plan to utilize ESEA funding must include descriptions of how the LEA intends to fulfill requirements of each ESEA funding source.	X	X	X	X	X	X	X	X	X	X			
3	The LEA has transition plans for applicable groups served by the LEA, including program to program.				X	X	X			X		X	X	
4	The LEA assures the mandatory requirements of each ESEA funding source will be done.	X	X	X	X	X	X	X	X	X	X	X	X	X
5	The LEA complies with all required parts of the McKinney-Vento Homeless Assistance Act	X		X	X	X	X	X	X		X	X	X	X
6	LEAs with Title I-A funded preschool programs will adhere to consultation, programming, and/or planning requirements.	X	X	X	X	X	X	X	X	X	X	X	X	X
7	The LEA will provide all mandatory parent's rights to information and/or notices in a timely manner, and in a format and language that is understood by parents.	X	X	X	X		X	X	X	X	X		X	X
8	All schoolwide Title I schools, within the LEA, have a plan that includes all required elements.	X	X	X	X	X	X	X	X	X			X	X
9	All targeted assistance Title I schools, within the LEA, have a plan that include all required elements.	X	X	X	X	X	X	X	X	X		X	X	X
10	Each LEA shall maintain a written parent and family engagement policy that is, jointly developed, agreed upon and distributed to parents and family members of students participating in Title I programs or services.	X	X	X	X	X	X	X	X	X	X			

#	Main Requirement	Agenda	Minutes	Participants	Advance Notices	Data Analysis	Presentations	Materials	Survey/Feedback	Copy of Revisions	Sign In Sheets	Student Attendance Lists	Program specific mandatory documentation	Student Specific Communications with Parents
11	School level plan for building capacity for parental involvement, including how to understand and monitor student's academic achievement and performance, training and materials for parents to work with their children on academics, channels of communication, and a School-Parent Compact which lead to supporting children's academic success.	X	X	X	X	X	X	X	X	X	X	X	X	X
12	The LEA provides training and support to build the capacity of parents and families to support their students.	X		X	X	X	X	X	X		X			X
13	Professional development is provided to staff ensuring topics align with the needs of students, including mandatory trainings.	X		X	X	X	X	X	X	X	X		X	
14	The LEA has a staff evaluation and support procedure that is based on comprehensive needs assessment and data analysis which includes retention and recruitment of effective teachers.	X	X	X	X	X	X	X	X	X	X		X	
15	Each LEA receiving Title III-A funds are required to provide supplemental programming and services to assist English Learners to achieve English Proficiency and increase academic achievement.	X	X	X	X	X	X	X	X	X			X	X
16	Each LEA receiving Title I-D funds are required to provide supplemental programming and services for neglected or delinquent children and youth needed to make a successful transition from institutionalization to further schooling or employment.	X	X	X	X	X	X	X	X	X	X	X	X	X