

Exhibit 12

Division of Learning Services/School Improvement Section/ACSIP Unit
Legislative Report
December 12, 2006

ARKANSAS COMPREHENSIVE SCHOOL IMPROVEMENT PROGRAM REVIEW

The Arkansas School Improvement Planning model (ACSIP) is an annual comprehensive planning and fund distribution design that must be used by all Arkansas public schools, as defined by Ark. Code Ann § 6-15-419. Using the ACSIP model, each school in Arkansas develops a comprehensive school improvement plan. The plan is used also as the district and school's application for all federal programs administered by the Arkansas Department of Education under No Child Left Behind (NCLB). It must include activities based on the school's greatest needs, which will involve the performance of student subgroups if they did not meet the criterion for Adequately Yearly Progress (AYP) as defined in the Arkansas Department of Education Consolidated State Application Accountability Plan.

Monitoring Process:

The ACSIP monitoring process will be conducted each year in randomly selected districts. One-day monitoring visits will be held and take place at the district and school offices. Each year, ADE will visit a minimum of three (3) districts per school improvement supervisor along with all Title 1, Part D (Neglected and Delinquent Institutions). In addition monitoring will occur in any district designated as high risk with regard to the use of state categorical and federal funds. This will equate to approximately one hundred monitoring visits annually. The estimated cost should be around \$242,000. This estimate is based on current travel reimbursements of approximately \$200.00 plus an additional 1 percent per supervisor as well as the cost of supplies necessary to provide timely reports to the monitored sites. Monitoring visits will cover broad and comprehensive requirements as well as requirements specific to Individual Title programs. Districts and schools should continuously review actions, implementation and impact data to decide where ACSIP adjustments are needed. Documentation of *Implementation and Impact Check* is required as a part of this monitoring process. A team of two or more ACSIP supervisors will conduct this monitoring on site.

Components of monitoring will include implementation of:

America's Choice (when applicable)

Scholastic Audit results (when applicable)

General Requirements (I – Student Identification; II – Curriculum, Instruction and Assessment; III – Academic Interventions; IV – Family Community Involvement; V – Faculty, Staff, Leadership and Governance; VI – District and School Improvement)

Fiscal Requirements (I – Comparability; II – Supplement vs. Supplant; III – Budget –Time and Effort; Required Set-Asides)

Rating Scale:

- 1 – Does not meet requirements
- 2 – Meets requirements but improvement needed
- 3 – Meets requirements
- N/A – Not applicable

**ARKANSAS COMPREHENSIVE SCHOOL IMPROVEMENT PLAN (ACSIP)
IMPLEMENTATION AND IMPACT CHECK**

(TO EVALUATE, AMEND, AND UPDATE THE SCHOOL OR DISTRICT PLAN)

District: _____ School: _____

Date: _____
Team: _____

Review _____

Action Activity and Strategy	Status*		Has This Activity Had IMPACT (Yes) (No)	Evidence of Implementation List evidence	Report on Impact Impact on teaching and learning
	I	NI			

* I=Implemented; IP=Implemented Partially; NI=Not Implemented

ARKANSAS COMPREHENSIVE SCHOOL IMPROVEMENT PROGRAM REVIEW MONITORING CHECKLIST (ACSIP)

District: _____ Superintendent: _____

LEA#: _____ School: _____ Principal: _____

Contact Person: _____ Program Type: (SW) _____ (TA) _____ School Improvement: (N) _____ (Y) _____ Year _____

America's Choice School: (Y) _____ (N) _____ Scholastic Audit Review: (N) _____ (Y) _____ Date of Audit: _____

Date of Monitoring: _____ Date of Report: _____

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MONITORING PROCESS

The ACSIP monitoring process will be conducted each year in randomly selected districts. One-day monitoring visits will be held and take place at the district and school offices. Each year, ADE will visit a minimum of two (2) districts per school improvement supervisor along with two delinquent institutions, if applicable. In addition monitoring will occur in any district designated as high risk with regard to the use of state categorical and federal funds. Monitoring visits will cover broad and comprehensive requirements as well as requirements specific to Individual Title programs. Districts and schools should continuously review actions, implementation and impact data to decide where ACSIP adjustments are needed. Documentation of Implementation and Impact Check is required as a part of this monitoring process. A team of two or more ACSIP supervisors will conduct this monitoring on site.

Rating Scale --- 1 - Does Not Meet Requirements; 2 - Meets Requirements but Improvement Needed;
3 - Meets Requirements; NA - Not Applicable

A. GENERAL REQUIREMENTS

Item	Criterion	Documentation/Evidence	Compliance	Comments
1	<p>The District Board has approved the ACSIP Plan which includes appropriate federal budgets and assurances. Plan is revised as necessary to reflect substantial changes in the direction of the district/school programs. [§ 1112]</p>	<p>Most recently approved ACSIP plan , which includes: Needs Assessment Allocation amount, budget information and required set-asides A description of the poverty criteria used to select school attendance areas Record of schools' AYP. Board minutes indicating approval</p>		
2	<p>The district plan was developed in consultation with teachers, parents, administrators, and pupil services personnel. [§ 1112]</p>	<p>Evidence that the plan included input from teachers, principals, administrators (including administrators of other programs described in Title I, Part A) and other appropriate school personnel, and parents of children in schools receiving Title I services. Interview</p>		
3	<p>Activities of all federal programs are reflected in the board-approved ACSIP. The district indicates the source of funding for each relevant action step - Title I, Title I. C, Title II. A, Title II. D, Title III, Title IV.A, Title V, Title VI. B Subpart 2, SRSA (REAP).</p>	<p>ACSIP</p>		
4	<p>The district conducts monitoring sufficient to ensure compliance with Title I program requirements. [§9304; §80.40 of EDGAR]</p>	<p>Evidence of review of student achievement data; parents' evaluation Copies of reports, corrective actions, results of technical assistance. Sample of letters to schools, checklists, forms, etc. Evidence of technical assistance provided by the district as a result of issues identified through the monitoring process.</p>		

Item	Criterion	Documentation/Evidence	Compliance	Comments
5	The district Plan is reviewed and revised, as necessary, in consultation with appropriate designated persons. [§ 1112]	<p>ACSIP</p> <p>of meetings</p> <p>Agendas</p> <p>Minutes</p> <p>Sign-in sheets/Meeting rosters</p>		
6	The district has a comprehensive plan for effective community involvement. [§§ 1111-1112; and §§ 1114 -1118] A.C.A 6-15-1702 (Act 603)	<p>ACSIP</p> <p>Parental Involvement Plan</p> <p>Copies of school-parent compacts</p>		
7	The district has a technology plan designed to integrate technology throughout the curriculum based on Arkansas Academic Content Standards.	<p>ACSIP</p> <p>technology plan, curriculum and teacher lesson plans</p> <p>Review of</p>		
8	The district has a plan for the evaluation of students in order to demonstrate technological literacy by the end of eighth grade.	<p>Technology plan; Curriculum map</p> <p>Benchmarks: Assessment tools</p>		
9	Each Title I school has a current building school improvement plan in place that reflects current practice. Plan is appropriately developed and reviewed. [§ 1112]	<p>ACSIP</p> <p>meetings</p> <p>Agenda/Minutes of</p> <p>Sign-in sheets</p> <p>Description of additional assessments</p> <p>Evidence of additional academic assistance to provide students in meeting the state's ACTAAP requirements, professional development activities</p>		

Item	Criterion	Documentation/Evidence	Compliance	Comments
10	Each Targeted Assistance school has a building plan with all required components. Each component is systematically implemented as required by law. [§1115]	ACSIP Agenda/Minutes of meetings; Sign-in sheets Documentation and explanation of planning for student success (Reviewed research/alignment with planned activities, coordination with		
11	Schoolwide building plan includes all required components and supporting evidence; Plan is developed from the comprehensive needs assessment of the entire school and are designed to ensure each school will make AYP. [§1112(c) §1114(b)]	ACSIP SW Plan includes all eleven components Evidence of needs assessment Written program evaluation Evidence of identification of students who have not achieved proficient or higher in math and/or		
12	The district follows one of the recommended models for its Title-I funded preschool, (Head Start, Even Start, Early Reading First) and ensures that services comply at a minimum with the achievement standards established under section 614A(a) of the Head Start Act. [§1112 §1115]	ACSIP Program goals, curriculum, benchmarks		
13	The School District consults annually with private school officials prior to making decisions that affect participation in Title I programs. [§1120]	Evidence of appropriate communication contact log, letters to private schools, documentation of consultation Meeting agendas/sign-in sheet		
14	The district has a system to ensure the equitable participation of private school(s) in the ACSIP activities. [§9501]	Schedule of activities to include professional development and parental involvement Sign-in sheets Participation roster		

Item	Criterion	Documentation/Evidence	Compliance	Comments
15	The district/schools evaluates the implementation and impact of actions as outline in the ACSIP Plan	Evidence of Impact Check Documentation of modification or revision of actions, if applicable		

Item	Criterion	Documentation/Evidence	Compliance	Comments
I. Student Identification				
16	Eligible schools are served and funded according to poverty rank order. [§1113]	Low-income and membership data for all schools Allocation procedures		
17	Schoolwide buildings have conducted a comprehensive needs assessment based on academic information about all students in the school, including economically disadvantaged students, students from major racial and ethnic groups; students with disabilities; limited English proficient students, and migrant students. [§ 1114]	ACSIP Evidence of process used to conduct assessments List of data sources and data Summary of prioritized needs of the schools		
18	All students served by Title I in a Targeted Assistance program are found eligible using multiple academically related, objective criteria. [§1115(b)(B)]	Student selection criteria: (List of multiple criteria, list of student results and rank order eligibility list with cut off score or developmental checklist, teacher schedules, exit guidelines)		
19	The district ensures that children who are economically disadvantaged, children with disabilities, migrant children or limited English proficient children, are eligible for Title I services on the same basis as other children (served by a TA school), selected to receive Title I Services. [§1115 (b)]	Student selection criteria: (List of students, procedure for student selection, examples of programs and activities)		
20	Preschool through grade 2 students are selected for participation in targeted assistance programs based on teacher recommendation, parental interviews and other developmentally appropriate measures.	Student selection criteria (evidence of identification, recruitment, screening procedure) Program brochures and handbooks		

Item	Criterion	Documentation/Evidence	Compliance	Comments
	Evidence is on file that targeted assistance programs are supplemental.	Identification of student participation		
II. Curriculum, Instruction, and Assessment				
21	In addition to the State's assessment, multiple classroom and district assessments are used to monitor the achievement of individual students.	Assessment information review of assessment results Evidence of modify instruction Evidence of use to		
22	Targeted assistance buildings have documentation to indicate how they monitor student progress.	Examples of student progress monitoring Documentation of additional assistance		
23	Schoolwide buildings have documentation to indicate how they monitor student progress and address the needs of low-achieving students.	Examples of student progress monitoring for students most at risk Documentation of additional assistance		
24	Content and achievement standards as well as assessment information is used to identify curricular priorities, instructional materials, and challenging learning experiences for all students.	Assessment information; Curriculum benchmarks; Curriculum maps; Documentation of student achievement		
25	The district/school provides remediation activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by the state shall be provided with effective/timely additional assistance. [§ 1114(b)(1)(B)	ACSIP Documentation of student participation in extended learning time, (extended school year, before- and after-school, and summer programs)		

Item	Criterion	Documentation/Evidence	Compliance	Comments
26	The district/school provides an accelerated, high-quality curriculum, including applied learning, to minimize removing children from the regular classroom during regular school hours for instruction. [§1115(c)(1)(C)]	Evidence of process used to review/analyze programs and strategies Documentation of reviewed research and alignment with activities Review of instructional strategies and curriculum		
27	Schoolwide plan includes all ten required components and supporting evidence; Plan is developed from the comprehensive needs assessment of the entire school and are designed to ensure each school will make AYP. [§ 1112(c); Sec 1114(b)]	ACSIP Evidence that research-based reform strategies are directly aligned with the findings of the needs assessment Written program evaluation		
28	The schoolwide plan is reviewed and revised, as necessary. Revisions are based on evaluation results, needs assessment, and other data obtained throughout the school year. [§1114(b)]	ACSIP SW Plan Meeting agendas/sign-in sheets Documentation of data/data sources		
29	Technology is used as a means to increase student achievement.	Evidence of availability of modern equipment, software, printers, appropriate adaptive devices and software to serve the needs of students with disabilities.		
Academic Intervention Services				
30	Title III programs and activities are developed, implemented and administered based on scientifically based research on teaching ELL children. The district has effective procedures to identify, evaluate and instruct students. [§3115 §3116]	Evidence of approved Title III activities List of EII Students Criteria for services Procedure and		

Item	Criterion	Documentation/Evidence	Compliance	Comments
31	The activities or programs to be funded using Title IV-A funds comply with the principles of effectiveness and foster a safe and drug-free learning environment that supports academic achievement. [§ 4115]	Board approved policy/plan Board minutes indicating approval		
32	Violence and drug-free policies have been implemented. [§4114(b) § 4114(d)]	Policies are in place with required language Evidence of school plan and curriculum		
33	Program activities are research based and are designed to prevent or reduce drug use, violence, and/or disruptive behavior.	ACSIIP List of Title IV-A programs		
34	The district includes activities to facilitate input from parents and involve parents and community. [§4114 §4115]	Documentation of parent education training, workshops, and in-service Letters to parents		
35	Program is based on needs assessment; Evaluation results are used to improve and strengthen the program.	Title IV-A Needs Assessment Evaluation data		
36	The district ensures that Title V-Innovative Program activities promote challenging academic achievement, are used to improve student academic achievement, and are part of an overall educational reform strategy. [§5131(b)]	Needs assessment Evaluation of programs Impact Check Verify that activities are supplemental, not supplanting Verify that funded activities are allowable		

Item	Criterion	Documentation/Evidence	Compliance	Comments
37	Evidence is on file that policies, procedures and practices ensure homeless students are afforded the same free and appropriate public education as all other students. [McKinney-Vento Sec 722 (g)]	ACSIP eligible homeless students and their placement List of		
38	The district consults/collaborates with officials when determining the provision of services for the educational needs of children in identified local institution for neglected children. [§1113]	Valid district identification of Homeless Liaison List of students Evidence of coordination of expenditures - services supplement regular education program Needs Evidence		
39	Each school district with NSLA students shall provide a research based program(s) or purpose(s) for students eligible for NSLA funding for improving instruction and increasing academic achievement for those students.	List of students of coordination Evidence of curriculum/teacher lesson plans		
IV. Family and Community Involvement				
40	There is a District board - approved Parent Involvement Policy/Plan containing all required components. Plan was jointly developed with, agreed on, and distributed to parents of participating students. [§1118(a)(2)]	Copy of board - approved policy/plan Evidence of joint development (agenda, minutes, notification of meeting, sign-in sheet) Plan has		
41	Is there evidence of an annual evaluation of the effectiveness of the district's Parent Involvement Policy and parent involvement activities must be conducted. [§1118(a)(2)(E)]	Documentation of how the evaluation will be conducted Copy of evaluation/needs assessment Copies of surveys Summary of evaluation finding/how they will be used to increase parental involvement Impact Check		

Item	Criterion	Documentation/Evidence	Compliance	Comments
42	The district ensures all building level ACSIP plans address each component of parental involvement as required by Arkansas ACT 603.	<p>Evidence of:</p> <p>Family kits; Parent/teacher conferences</p> <p>Parent facilitator Process for resolving parental concerns</p> <p>Parent center</p> <p>Seminars/literacy training and other activities</p>		
43	The school has a written parent involvement plan - developed jointly with, agreed upon by, and distributed to parents of participating children and identifies how parents will be involved in school activities. [§1118(c)(3)]	<p>ACSIP</p> <p>Description of school's parental involvement plan</p> <p>List of committees identifying parent participants</p> <p>Meeting agendas/Sign-in sheets</p>		
44	The school-parent compact is developed jointly with parents and describes how the school staff, parents and students will share the responsibility for improved student academic achievement and build an effective partnership. [§1118]	<p>Review of compact</p> <p>Evidence compact is reviewed and updated</p> <p>Evidence compact is developed jointly</p>		
45	The District has a system for providing notices to parents if the status of their children's school and/or district has been identified as "in need of improvement" to include information on Public School Choice and/or Supplemental Educational Services, as appropriate [§1111 §1116]	<p>ACSIP Plan</p> <p>Documentation of parent notification (reasons for identification, academic comparison to other schools, plan to address academic problems, how parents can help, transfer options, supplemental education services, if applicable)</p> <p>List of service providers</p>		

Item	Criterion	Documentation/Evidence	Compliance	Comments
46	The District has a system for schools to provide parent with notice of teacher qualification and right of parent to request and receive information and notice, if applicable, that students are taught by non-highly qualified teachers for more than four weeks. [§1111(h)]	Evidence of procedure for notification; Copies of letters to parents		
47	The District annually provides a school performance report (AYP status) to stakeholders on the progress of each school and the district as a whole toward meeting requirements for (a) highly qualified staff, and (b) student progress toward state and national goals. [§§ 1111-1112; and §§1114 - 1118]	Reports as published on the web or distributed to parents in print form. District Report Card samples; dissemination plan and timeline. Student Assessment Report samples; dissemination plan and timeline.		
V. Faculty, Staff, Leadership and Governance				
48	The district plan has a description of how professional development activities will have substantial, measurable, and positive impact on student academic achievement and how activities will eliminate the achievement gap between low-income and minority students from other students. [§2122] PD Rules 6.01 - 7.09+C101	District and School Professional Development Plan Review of district and school strategies Documentation of incorporation of Scholastic Audit and America's Choice, if applicable. Impact Check		
49	Professional Development activities are designed to improve the knowledge of teachers and principals and, when applicable, paraprofessionals, concerning effective instructional practices. [§2123]	ACSIP of professional development activities Random sampling of individual hours		List

Item	Criterion	Documentation/Evidence	Compliance	Comments
50	All teachers teaching in core subject areas meet the highly qualified definition. Class size reduction are highly qualified to teach in the areas to which they have been assigned. [§1119 (C); §2123(a)]	Assurances at 100% of teachers are highly qualified. If not what % _____		
51	All paraprofessionals currently working in a Title I program meet the highly qualified standards. [§1119 (d)]	Assurances at 100% of paraprofessionals are highly qualified. If not what % _____ Evidence paraprofessional are under direct supervision (Aid schedules & lesson plans)		
52	Instructional Paraprofessionals provide services under the direct supervision of a licensed teacher [§1119 (g)]	Needs assessment teachers who participated in the process.		
53	A needs assessment of professional development and hiring needs was conducted with the involvement of teachers, including Title I-A teachers, [§ 2122(C)]	District professional development plan School improvement plan		
54	Title II Part A activities, intervention, actions are research based and has a substantial, measurable and positive impact on student achievement.			
VI. Districts and Schools In Improvement				
55	The district has a peer review process to review and approve the school plans. [§1116]	Documentation of peer review process		

Item	Criterion	Documentation/Evidence	Compliance	Comments
56	Districts/schools identified for improvement revises (not later than 3 months after being notified) the district plan, in consultation with parents, school staff and others. Plan includes all required elements. [§1116]	ACSIIP - School Improvement Plan Documentation of review Meeting minutes		
57	The district ensures that each school identified for improvement has developed or revised a school improvement plan. Plan is developed in conjunction with parents, community, outside experts, if applicable. [§1116]	School Improvement Plan Documentation that plan was implemented not later than the beginning of the next full school year		
58	The district will ensure that schools identified for improvement receive appropriate technical assistance based on scientifically-based research. [§1116]	Technical assistance plan includes: Data analysis		
59	The school ensures teachers use instructional strategies that are reflected in the professional development activities outlined in the school improvement plan. [§1116]	Evidence of implementation of scientifically based research instructional strategies; e.g., walk through documents Lesson plans		
60	The district assists the school in implementing the evaluation process as described in the school improvement plan. [§1116]	Documentation of process for monitoring and evaluating the school improvement plan		
61	The district provides notices to parents if their children are in Title I-A schools that are in school improvement, including information of Public School Choice and/or Supplemental Educational Services, as appropriate. [§1116]	Documentation of parent notification that includes an explanation of: What the identification means, reason for identification, goals, parental involvement options, and transfer options Copies of letters to parents Copies of public notification		

Item	Criterion	Documentation/Evidence	Compliance	Comments
62	The district has developed and implemented a plan to provide support/technical assistance and/or corrective action or restructuring, if applicable, to schools identified for improvement [§1116]	<p>Documentation of research basis for technical assistance in relation to student and staff academic needs</p> <p>Documentation of how assistance was provided</p> <p>Documentation of evaluation process</p>		
63	The district & school has developed and/or incorporated the recommendations from the scholastic audit into the improvement plan.	<p>Evidence of implementation</p> <p>Documentation of meetings to review findings & recommendations</p> <p>Verify the number of indicators with recommendations _____</p> <p>Verify action types _____</p>		
64	The district & school in consultation with America's Choice have initiated a plan to address the fundamental needs of the school and specific academic problems.	<p>Needs assessment</p> <p>of curriculum</p> <p>plan books</p> <p>Review</p> <p>Teacher lesson</p> <p>Impact check</p>		
65	Title I schools and districts that have been identified for improvement, the school and/or district spends at least 10% of its allocation of Title I funds to provide high-quality professional development that directly addresses the problems associated with academic achievement in the school and/or district. [§1116]	<p>ACSIP</p> <p>professional development</p> <p>Evidence of expenditures</p>		

Item	Criterion	Documentation/Evidence	Compliance	Comments
66	Actions are included describing the teacher mentoring program.	ACSIP (Verify mentoring program for new Arkansas' teacher is not used to satisfy this portion of the NCLB requirements) Evidence that program is designed specifically for the school in school improvement and the teachers in the school.		
67	The district has developed and implemented initiatives to promote retention of highly qualified teachers and principals. [§2123]	ACSIP initiative Evidence of		
B. FISCAL REQUIREMENTS				
I. Comparability				
68	The district's Comparability Report demonstrates annual compliance with comparability requirements. [§1120]	Comparability Report		
69	The district uses state and local funds in Title I schools that provide services that, taken as a whole, are at least comparable to services in non-Title I schools or if all school are Title I, services are comparable in each school. [§1120]	Comparability Report - Verify: Comparability data Non-instructional staff are not included in the district's comparability determination		
II. Supplement, Not Supplant				
70	The district is able to demonstrate that it uses Title I funds only to supplement and, to the extent practical and increase the level of funds from non-federal sources. [§1120]	Program description School budget - Verify federal funds are not used in an action that are required by another federal program, the state, or local district.		

Item	Criterion	Documentation/Evidence	Compliance	Comments
71	<p>A district shall use federal funds received in a specific program part only to supplement the funds that would, in absence of such federal funds, be made available from non-federal sources for the education of pupils participating in programs assisted and not to supplant funds.</p> <p>[§ 1120]</p>	<p>List of funded activities</p> <p>I participants list</p> <p>Title</p> <p>Evidence of specific professional development (Title I participants)</p> <p>Verify that federal funds from one program are not used to meet other federal, state or local district requirements.</p>		
III. Budget - Maintenance of Effort and Required Set Asides				
72	<p>The district maintains time and effort record for all Title I staff to verify Title I activities and services rendered by full and part-time Title I personnel.</p> <p>[§1120]</p>	<p>Monthly time and effort records (Verify time and effort sheets - required for staff paid by more than one federal program or from state/local funds and a federal programs)</p>		
73	<p>The district/school Title I budget reflects all require set asides.</p> <p>[§ 1113]</p>	<p>Set Aside Verification Form (Verify professional development, choice-related transportation, parent involvement, homeless, private schools).</p>		
74	<p>The district budget process demonstrates appropriate Title I program planning and implementation consistent with identified student needs at each school.</p>	<p>ACSIP</p> <p>Budget</p> <p>Documents/Allocation Procedures</p> <p>Supporting</p>		
75	<p>The district has complied with all Title I Set Aside Requirements.</p>	<p>ACSIP</p> <p>Budget</p>		

Item	Criterion	Documentation/Evidence	Compliance	Comments
	<p>The district complies with requirements with regard to services to eligible private school children, their teachers and their families. § 1120 and 9306 of the statute, § 443 of GEPA, and §§ 200.62 – 200.67, 200.77 and § 200.78 of the Title</p>	<p>Copy of third party contract(s) and invoices from the third party contractor (if applicable).</p> <p>Evidence that the LEA regularly supervises the provision of Title I services to private school children.</p> <p>Evidence that the LEA maintains control of the Title I funds, materials, equipment and property that support services to private school children.</p>		