

ESEA Title Programs

2024-2025 Monitoring Indicators

District Response Form

Alaska Department of Education and Early Development

PO Box 110500

Juneau, AK 99811-0500

education.alaska.gov

[Enter School District Name] School District

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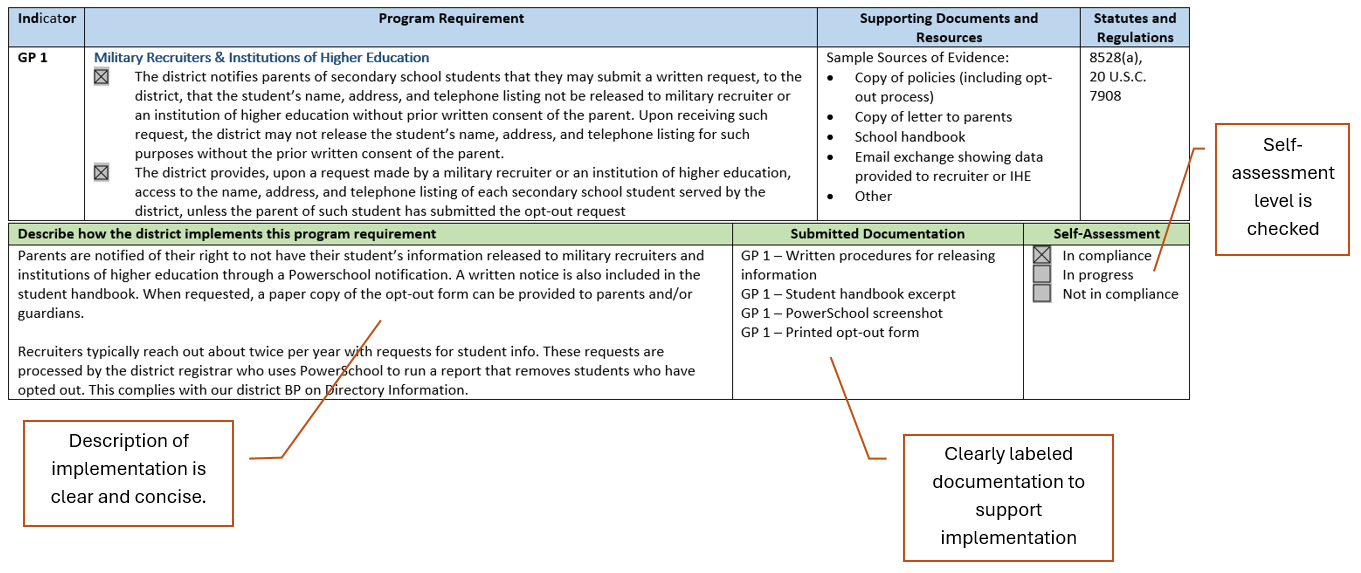
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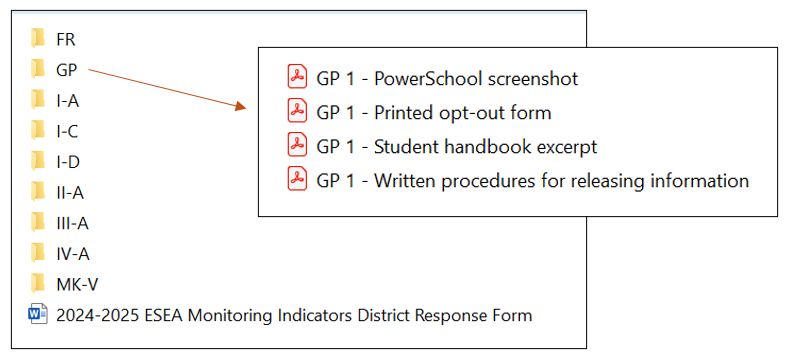
# Instructions:

Enter a concise explanation for each indicator and submit evidence and/or documentation to support compliance. Note that some documents are already on file at DEED and will not need to be submitted again. In other cases, you will need to submit copies of documents to DEED along with this form.

Example:



As you complete each indicator, save the supporting documentation to folders. The structure of your folders should look like this:



# Assurances, General Provisions, and Private Schools

**District Contact:** Enter Contact Name

| Indicator | Program Requirement | Supporting Documents and Resources | Statutes and Regulations |
| --- | --- | --- | --- |
| **GP 1** | Military Recruiters & Institutions of Higher Education The district notifies parents of secondary school students that they may submit a written request, to the district, that the student’s name, address, and telephone listing not be released to military recruiter or an institution of higher education without prior written consent of the parent. Upon receiving such request, the district may not release the student’s name, address, and telephone listing for such purposes without the prior written consent of the parent.  The district provides, upon a request made by a military recruiter or an institution of higher education, access to the name, address, and telephone listing of each secondary school student served by the district, unless the parent of such student has submitted the opt-out request. | Sample Sources of Evidence:   * Copy of policies (including opt-out process) * Copy of letter to parents * School handbook * Email exchange showing data provided to recruiter or IHE * Other | 8528(a),  20 U.S.C. 7908 |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
|  |  | In compliance  In progress  Not in compliance |

| Indicator | Program Requirement | Supporting Documents and Resources | Statutes and Regulations |
| --- | --- | --- | --- |
| **GP 2** | Tribal Consultation The district consults with appropriate officials from Indian tribes or tribal organizations approved by the tribes located in the area served by the district prior to the district’s submission of their ESEA Consolidated Application.  Such consultation is done in a manner and in such time that provides the opportunity for such appropriate officials from Indian tribes or tribal organizations to meaningfully and substantively contribute to the ESEA Consolidated Application  The district maintains in the district records written affirmation signed by the appropriate officials of the participating tribes or tribal organizations approved by the tribes that the consultation has occurred. | Sample Sources of Evidence:  * Written documentation of consultations * Communication with tribes or tribal organizations * Letters declining consultation * Signed affirmations of consultation * Consultation meeting minutes * Other  Evidence on File at DEED:  * ESEA Consolidated Application | 8538 |

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| ****Indicator**** | ****Program Requirement**** | ****Supporting Documents and Resources**** | ****Statutes and Regulations**** |
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| **GP 3** | Application DevelopmentDistrict Plan Before the submission of the ESEA Consolidated Application, the district afforded a reasonable opportunity for the following stakeholders to provide input on the District Plan, found within the Application Development Section of the ESEA Consolidated Application:   * teachers * principals * other school leaders * paraprofessionals * specialized instructional support personnel, * charter school leaders * administrators (including administrators of programs described in other parts of Title I-A) * other appropriate school personnel * parents of children in schools served under Title I-A  Use of Funds Before submission of the ESEA Consolidated Application, the district afforded a reasonable opportunity for public comment on the proposed use of funds (application) and considered such comment.  **Note**: If the district REAPs or transfers Title II-A and/or Title IV-A funding, documentation submitted must include evidence that the district consulted stakeholders prior to making decisions regarding REAPing or transferring these funds. | Sample Sources of Evidence:  * Notice of meetings/public hearings, agendas, attendance logs, and minutes * Clear and concise communications to parents in a format and language that parents can access and understand * Complete draft application, or application summary, posted for public comment on website * Documentation of how public comments were considered * Meeting notices, agenda, minutes, sign-in sheets * Communication with stakeholders * District plan posted on website * Other   **Evidence on File at DEED:**   * ESEA Consolidated Application | 8306(a)(7)  2102(b)(3)  4106(c)(2)  1112(a)(1)(A)  1112(a)(5)  1112(b) |

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| **GP 4** | **Private Schools – Outreach**  The district annually contacts officials of each private school with children who might reside in the district to determine whether those officials would like for their eligible students and/or staff to participate in equitable services.  Initial outreach is timely enough to allow for meaningful consultation to occur prior to the district making decisions that affect the opportunity for eligible private school children, their teachers, and their families to participate in applicable programs. | **Sample Sources of Evidence:**   * Copies of dated letters sent to private school officials * Public announcements inviting private schools to consult * Other   **Evidence on File at DEED:**   * ESEA Consolidated Application | 1117 (b)(5)  8501 [I-C, II-A, III-A, IV-A, IV-B] |

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| **GP 5** | Private Schools – Consultation (Participating Private Schools) The district consults, in a timely and meaningful way, with appropriate private school officials during the design, development, and implementation of the district’s program (as applicable by Title) on:   * how the children’s needs will be identified; * what services will be offered; * how, where, and by whom the services will be provided; * how the services will be assessed and how the results of that assessment will be used to improve those services; * the size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, the amount of funds available for those services, and how that amount is determined; * for Title I-A, the method or sources of data that are used to determine the number of children from low-income families residing in participating Title I-A school attendance areas who attend private schools; * how and when the district will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers; * how, if the district disagrees with the views of the private school officials on the provision of services through a contract, the district will provide in writing to such private school officials an analysis of the reasons why the district has chosen not to use a contractor; * whether the district shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor; * whether to provide equitable services to eligible private school children—   + by creating a pool or pools of funds with all of the funds allocated based on all the children from low-income families in a participating school attendance area who attend private schools; or   + in the district’s participating school attendance area who attend private schools with the proportion of funds allocated based on the number of children from low-income families who attend private schools; * when, including the approximate time of day, services will be provided; and * whether to consolidate and use funds provided in coordination with eligible funds available for services to private school children under applicable programs to provide services to eligible private school children participating in programs. | Sample Sources of Evidence:  * Written documentation of consultations and letters from private school officials * Evidence of communications with private school * Signed affirmations of consultation * Evidence of meaningful consultation * Copies of timelines for consultation * Other  Evidence on File at DEED:  * ESEA Consolidated Application | 1117 [I-A],  8501 [I-C, II-A, III-A, IV-A, IV-B] |

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| **GP 6** | Private Schools – Proportionate Share Calculations The district has calculated the proportionate share for equitable services for each participating private school according to the applicable Title rules. | Evidence on File at DEED:  * ESEA Consolidated Application – Private Schools Allocation page(s) | 1117 [I-A],  8501 [I-C, II-A, III-A, IV-A, IV-B] |

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| **GP 7** | Private Schools – Equitable Services Educational services and other benefits to private school students, teachers, and parents are equitable in comparison to those for participating children in public schools, and are provided in a timely manner according to the plans determined during consultation | Sample Sources of Evidence:  * Plan of services to private school students or teachers * Budgets and receipts/payments * Description of services provided to participating private school(s) * Process for determining program services to private schools * Documentation of process used to determine private school’s professional development needs. * Schedule including days/times for services * Other  Evidence on File at DEED:  * ESEA Consolidated Application | 1117 [I-A],  8501 [I-C, II-A, III-A, IV-A, IV-B] |

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| Indicator | Program Requirement | Supporting Documents and Resources | Statutes and Regulations |
| **GP 8** | Private Schools – Secular, Neutral, and Non-Ideological Services Educational services or other benefits to private school students, teachers and parents are secular, neutral and non-ideological. | Sample Sources of Evidence:  * Documentation of services * Other | 1117 [I-A], 8501 [I-C, II-A, III-A, IV-A, IV-B] |

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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
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| **GP 9** | Private Schools – Public Control of Funds The public school district controls and administers the funds, and title to materials, equipment, and property purchased with such funds, for services to private school children, teachers, and parents. The district provides services by employees of the district or through contract with an individual, association, agency, or organization. Such employee or entity must be independent of such private school and of any religious organization and such employment or contract must be under the control and supervision of such public agency. | Sample Sources of Evidence:  * Documentation of services * Other  Evidence on File at DEED:  * ESEA Consolidated Application | 1117 [I-A],  8501 [I-C, II-A, III-A, IV-A, IV-B] |

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| **GP 10** | Private Schools – Complaints The district maintains records of its effort to resolve any complaints made by private school representatives. | Sample Sources of Evidence:  * District’s complaint process * Notification to private schools regarding complaint process * Communication with private schools regarding any complaints received * Other | 1117 [I-A],  8501 [I-C, II-A, III-A, IV-A, IV-B] |

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# Title I, Part A – Education for the Disadvantaged

**District Contact:** Enter Contact Name

## Planning and Implementation

| Indicator | Program Requirement | Supporting Documents and Resources | Statutes and Regulations |
| --- | --- | --- | --- |
| **I-A 1** | Ranking and Serving Title I-A funds were distributed to eligible school sites appropriately according to ranking and serving requirements of section 1113 (in rank order based on the total number of students from low-income families, or use 125% rule if applicable; districts with less than 1000 students are exempt), using a single source of data to determine poverty levels in all public schools. | Sample Sources of Evidence:  * Source documents for poverty data (data collections) * Site budgets/reimbursements for Title I-A funds * Other  Evidence on File at DEED:  * ESEA Consolidated Application | 1113 |

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| Indicator | Program Requirement | Supporting Documents and Resources | Statutes and Regulations |
| **I-A 2** | Reservation of Funds – Comparable Services The district reserves such funds as are necessary to provide services comparable to those provided to children in schools funded under Title I-A to serve:  homeless children and youths, including providing educationally related support services to children in shelters and other locations where children may live;  children in local institutions for neglected children; and  if appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day programs. | Sample Sources of Evidence:  * Budgets and expenditures * Staffing * Contracts for services * Other  Evidence on File at DEED:  * ESEA Consolidated Application | 1113(c)(3) |

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| Indicator | Program Requirement | Supporting Documents and Resources | Statutes and Regulations |
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| **I-A 3** | Reservation – Parent and Family Engagement If the district receives over $500,000 in Title I-A funds:  At least 1% of the funds are reserved specifically for parent and family engagement, and at least 90% of which has been distributed to the schools, priority given to high-needs schools.  Parents and family members of Title I-A students are involved in the decisions regarding how funds reserved are allotted for parent and family engagement activities.  Funds reserved are used to carry out activities and strategies consistent with the district parent and family engagement policy, including not less than 1 of the following:   * Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members. * Supporting programs that reach parents and family members at home, in the community, and at school. * Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members. * Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement. * Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency’s parent and family engagement policy. | Sample Sources of Evidence:  * Meeting notices * Agendas * Meeting minutes * Sign-in sheets  Evidence on File at DEED:  * ESEA Consolidated Application   + Title I-A Set-aside page   + Title I-A budget | 1116(a)(3(A-D) |

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| ****Indicator**** | ****Program Requirement**** | ****Supporting Documents and Resources**** | ****Statutes and Regulations**** |
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| **I-A 4** | Fiscal Requirements – Comparability The district meets comparability requirements:  A district may receive funds under this part only if State and local funds will be used in schools served under this part to provide services that, taken as a whole, are at least comparable to services in schools that are not receiving funds under this part.  If the district is serving all of such agency’s schools under Title I-A, such agency may receive funds under this part only if such agency will use State and local funds to provide services that, taken as a whole, are substantially comparable in each school.  A district may meet the requirements above on a grade-span by grade-span basis or a school-by-school basis. | Sample Sources of Evidence:  * Policies * Other  Evidence on File at DEED:  * Comparability report | 1118(c) |

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## Schoolwide Programs

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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
| **I-A 5** | Schoolwide Plan Development For each Title I-A Schoolwide Program, the district has on file an approved Schoolwide Plan that:  was developed in consultation with parents, community members, tribes and tribal organizations, teachers, principals, administrators, technical assistance providers, school and staff and, when appropriate, students;  is in effect for the duration of the school’s participation as a schoolwide program and is regularly monitored and revised as necessary;  is available to the district, parents, and the public in an understandable and uniform format; and  was developed, if appropriate, in coordination and integration with other federal, state, and local services, resources, such as programs supported under this Act, Head Start, adult education, CTE, etc.  is based on a comprehensive needs assessment of entire school, particularly children failing, or at risk of failing, to meet academic standards and other factors as determined by the district. | Sample Sources of Evidence:  * Schoolwide plans * Review cycle * Meeting notices * Agendas * Meeting minutes * Sign-in sheets * Data used for needs assessment * Other | 1114(b)(1-6) |

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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
| **I-A 6** | Schoolwide Plan Components The approved schoolwide plan includes a description of strategies to address school needs and how they will:  provide opportunities for all children, but particularly the needs of low-achieving children, to meet standards;  use methods and instructional strategies that strengthen the academic program in the school, increase amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include a well-rounded education; and  address the needs of all children, but particularly those at-risk, through activities that may include   * Counseling, mental health, and other strategies outside academic subject areas, * Preparation for and awareness of post-secondary and workforce opportunities, * Schoolwide tiered behavior model, * Professional development and teacher recruitment and retention, * Strategies to assist preschool children to transition to elementary school.   if programs are consolidated in the schoolwide program, the specific state, local, or other federal programs that will be consolidated (with the amount of funding) | Sample Sources of Evidence:  * Schoolwide Plans | 1114(b)(7) |

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|  |  | In compliance  In progress  Not in compliance |

## Targeted Assistance Programs

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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
| **I-A 7** | Targeted Assistance – Identified Children All children served by Title I-A in a Targeted assistance building are identified as failing, or most at risk of failing to meet the challenging State academic standards on the basis of multiple, educationally related, objective criteria established by the LEA and supplemented by the school.  Children who are homeless, neglected/delinquent, children with disabilities, migratory, English learners and children from Head Start or preschool programs under ESSA are eligible for service from Title I-A on the same basis as other children. | Sample Sources of Evidence:  * Witten selection criteria * Title I-A service plan * Student lists * Other | 1115(c) |

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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
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| **I-A 8** | Targeted Assistance Program Each Targeted Assistance Program serves participating students by:  using resources under this part to help eligible children meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education;  using methods and instructional strategies to strengthen the academic program of the school through activities, which may include—   * expanded learning time, before- and afterschool programs, and summer programs and opportunities; and * a schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act;   coordinating with and supporting the regular education program, which may include services to assist preschool children in the transition from early childhood education programs such as Head Start, the literacy program under subpart 2 of part B of title II, or State-run preschool programs to elementary school programs; minimize removing children from the regular classroom during regular school hours for instruction;  providing professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program;  if appropriate and applicable, coordinating and integrating Federal, State, and local services and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d);  provide to the district assurances that the school will—   * help provide an accelerated, high-quality curriculum; * minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part; and * on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards. | Sample Sources of Evidence:  * Review of site plan * Professional development agenda/plans * Meeting notes * Staff schedules * Other | 1115(b)  1115(d) |

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## Parent and Family Engagement

| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
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| **I-A 9** | Parents Right to Know – Assessments At the beginning of each school year, the district has:  notified the parents of each student attending any Title I-A school that the parents may request information regarding any State or district policy regarding student participation in any assessments mandated by the State or district, which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable\* and  made widely available through public means (including by posting in a clear and easily accessible manner on the district’s website) information on each assessment required by the State to comply with section 1111 including —   * the subject matter assessed; * the purpose for which the assessment is designed and used; * the source of the requirement for the assessment; and * where such information is available— the amount of time students will spend taking the assessment; the schedule for the assessment; and the time and format for disseminating results.   **\*Note**: AS 14.03.016(a)(1) states that policies must include procedures recognizing the authority of a parent and allowing a parent to object to and withdraw the child from a standards-based assessment or test required by the state. | Sample Sources of Evidence:  * Letters to parents * District website containing link to [DEED Assessment page](https://education.alaska.gov/assessments/requiredassessments) * Student Handbook * Board Policy * Other | 1112(e)(1)(B)  1112(e)(2)  AS 14.03.016(a)(1) |

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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
| **I-A 10** | District Parent & Family Engagement Policy The district has:  a Title I-A Parent and Family Engagement Policy jointly written with parents, disseminated to parents, and incorporated in the district’s ESEA plan, that describes the districts’ expectations for meaningful parent and family involvement, and describes how the district will:  develop the district ESEA Plan and the support and improvement plans;  provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the district in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance;  coordinate and integrate parent and family engagement strategies with other relevant programs;  conduct an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools;  design evidence-based strategies for more effective parent and family engagement; and  involve parent in the activities of the schools which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members to adequately represent the needs of the population served by the district for the purposes of developing, revising, and reviewing the parent and family engagement policy. | Sample Sources of Evidence:  * Copy of District Parent & Family Engagement policy * Evidence of an annual review with family/parent engagement such as: notification of meetings, list of attendees, minutes of meetings, agendas, and parent comments * Evaluation results * Evidence that the policy is disseminated to parents (district website, newsletter, handbook, etc.) * Other | 1116(a) |

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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
| **I-A 11** | School Parent & Family Engagement Policies Each Title I-A School has:  a written parent involvement policy jointly developed with, and distributed to, parents and family members of participating children, that describes how the parent and family engagement provisions will be implemented;  notified parents of the policy/plan in an understandable and uniform format, and to the extent practicable, provided in a language the parents can understand;  made the policy/plan available to the local community; and  updated the policy/plan periodically to meet the changing needs of parents and the school. | Sample Sources of Evidence:  * Copy of School Parent and Family Engagement policy * Evidence of a periodic review with family/parent engagement such as: notification of meetings, list of attendees, minutes of meetings, agendas, and parent comments * Evaluation results * Evidence of dissemination to families and communities * Other | 1116(b) |

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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
| **I-A 12** | **Parent & Family Engagement Meetings**  Each Title I-A School shall:  convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school’s participation and to explain the requirements, and the right of the parents to be involved;  offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I-A funds transportation, childcare, or home visits, as such services relate to parental involvement; | Sample Sources of Evidence:  * Meeting notices, agendas, minutes, sign-in sheets * Communication sent to parents and families in advance with options for different meeting times * Newsletters * Other | 1116(c) |

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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
| **I-A 13** | Timely Information Each Title I-A school provides parents of participating children:  timely information about Title I-A programs;  a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and  if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. | Sample Sources of Evidence:  * School or district webpage * Meeting notices, agendas, minutes, sign-in sheets * Newsletters * Correspondence with parents * Student handbook * Other | 1116(c) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
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| **I-A 14** | School-Parent Compact Each Title I-A school shall jointly develop with parents for all children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. Such compact shall—  describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children’s learning; volunteering in their child’s classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and  address the importance of communication between teachers and parents on an ongoing basis through, at a minimum—   * + parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child’s achievement;   + frequent reports to parents on their children’s progress;   + reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities; and   + ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. | Sample Sources of Evidence:  * Meeting notices, agendas, minutes, sign-in sheets * Correspondence with parents * Copies of school-parent compacts * Other | 1116(d) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
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| **I-A 15** | Capacity BuildingBuilding Capacity of Parents To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and district:  shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child’s progress and work with educators to improve the achievement of their children;  shall provide materials and training to help parents to work with their children to improve their children’s achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement;  shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; and  shall provide such other reasonable support for parental involvement activities under this section as parents may request. Building Capacity of Educators To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and district:  shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; and  shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. | Sample Sources of Evidence:  * Meeting notices, agendas, minutes, sign-in sheets * Training Agendas * Participant lists * Teacher Surveys * Other | 1116(e) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
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## Report Cards to the Public

| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
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| **I-A 16** | Report Cards to the PublicDistrict and School Report Cards to the Public Districts shall prepare and disseminate an annual district report card that includes all the [required elements](https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-legislation-table-contents/title-i-part-a/#sec1111:~:text=for%20such%20students.-,REPORTS.%E2%80%94,-ANNUAL%20STATE) under section 1111(h) of the ESEA.  Each school shall prepare and disseminate an annual report card that includes all the [required elements](https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-legislation-table-contents/title-i-part-a/#sec1111:~:text=for%20such%20students.-,REPORTS.%E2%80%94,-ANNUAL%20STATE) under section 1111(h) of the ESEA. Dissemination of Report Cards to the Public The district and school report cards have been publicly disseminated to all schools in the district and directly to all parents of students in those schools (copy of Report Card or notification of how to access it) in an understandable and uniform format, and, to the extent practicable, provided in a language that the parents can understand, and made the information widely available through public means such as posting on the internet, distribution to the media, and distribution through public agencies.  A district shall disseminate its School District Report Card and the School Report Card not later than 30 days after the department has made all necessary data available to districts. | Sample Sources of Evidence:  * District Report Card * School Report Card(s) * District & School Single Site Report Cards to the Public * Emails or letters to parents of students * District website link where the report card to the public is published * Public service announcement via radio or television, community electronic bulletin boards, and other sources about the report card and how the public may acquire a copy * School Board presentation * Other means of dissemination  Evidence on File at DEED:  * DEED created Report Cards to the Public | 1111(h)(2) 1111(h)(1)(C); 1111(h)(2)(C); 34 CFR 200.11;  4 AAC 06.895; 34 CFR 200.11 |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
|  |  | In compliance  In progress  Not in compliance |

## Preschool Coordination

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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
| **I-A 17** | Early Childhood Services In the case of a district that chooses to use Title I-A funds to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)). | Sample Sources of Evidence:  * Performance standards * Memos or polices * Other | 1112(c)(7) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
| **I-A 18** | Coordination with Head Start Each district shall carry out the activities with Head Start agencies and, if feasible, other entities carrying out early childhood development programs. Each district shall develop agreements with such Head Start agencies and other entities to carry out the following activities:  developing and implementing a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start program or, where applicable, another early childhood education program;  establishing channels of communication between school staff and their counterparts (including teachers, social workers, and health staff) in such Head Start agencies or other entities carrying out early childhood education programs, as appropriate, to facilitate coordination of programs;  conducting meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood education programs, to discuss the developmental and other needs of individual children;  organizing and participating in joint transition-related training of school staff, Head Start program staff, and, where appropriate, other early childhood education program staff; and  linking the educational services provided by such local educational agency with the services provided by local Head Start agencies. | Sample Sources of Evidence:  * Copy of Head Start Agreement * Communication * Other | 1119(a)-(b) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
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## English Learners

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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
| **I-A 19** | English Learners - Procedures The district has a procedure in place for:  identifying English Learners (EL);  providing support to EL students in attaining English language proficiency and in support for meeting academic standards;  ensuring that each EL student in grades 3-10 participates in the standards based assessments as required;  annually assessing each EL student’s oral language, reading and writing skills using the state-approved English language proficiency assessment; and  providing information to parents of EL students (in an understandable format) on the reasons for identification, the support provided for their students in learning English and succeeding academically, and the results of state assessments. | Sample Sources of Evidence:  * District policies and procedures * ELP Assessment test schedule * Other  Evidence on File at DEED:  * EL Plan of Service | 1111(b)(1)(F) and (2)(G) & Equal Educational Opportunities Act (EEOA), 20 U.S.C. Section 1703 (f) (1974) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
| **I-A 20** | English Learners - Parent Notifications Parents of EL students have been notified within 30 days of the start of school, (or for students arriving after the start of the school year, within 2 weeks of a being placed in a language instruction education programs), in an understandable and uniform format, and to the extent practicable, in a language the parents can understand, the following:  the reasons for the identification and need for placement;  the child’s level of English proficiency, how it was assessed, and the level of academic achievement;  the method of instruction used and other programs available including how such programs differ;  how the program selected will meet the education needs of the child;  how the program will help the child learn English and meet age appropriate academic achievement standards;  the specific exit requirements of the program and the expected rate of transition from such program or graduation rate if from a secondary school;  how the program meets the objectives of the EL of a child with a disability; and  information pertaining to parental rights including written guidance detailing right of parent to have child removed from program, to decline enrollment in program or choose another program, and to receive assistance in selecting program | Sample Sources of Evidence:  * **Requested** samples of student records, such as notification letters to parents * EL Parental Notification sample * Other | 1112(e)(3)(A-B) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
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| **I-A 21** | English Learners – Parental Participation The district ensures that it implements an effective means of outreach to parents of English Learners to inform the parents regarding how the parents can:  be involved in the education of their children; and  be active participants in assisting their children to:   * + attain English proficiency;   + achieve at high levels with a well-rounded education; and   + meet the challenging State academic standards expected of all students.   Effective means of outreach to parents shall include holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under Title I-A or Title III-A. | Sample Sources of Evidence:  * Evidence of district’s commitment to involving parents of English learners (i.e., district policy, parent involvement policy, mission statements). * Evidence of outreach invitations (i.e., signed attendance sheets with parents of English learners clearly identified/highlighted and/or minutes, PowerPoint presentations, survey samples and overall results, copies of call logs, and notes from interactions). * Other | 1112(e)(3)(C) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
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| **I-A 22** | English Learners – Assessment The district annually assesses all identified English learners for ELP using the state approved English language proficiency assessment aligned to the state’s English language proficiency standards and the State’s academic content standards. | Sample Sources of Evidence:  * ELP Assessment test schedule * Parent notifications about testing requirements  Evidence on File at DEED:  * District’s Summer OASIS submission * District has filled out “ELP Reason Not Assessed” in Summer OASIS for those students who were not assessed. * Evidence of reasonable effort to assess 100% of identified English learners in the district. * English learner Data Report | 1111(b)(2)(G) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
| **I-A 23** | English Learners – Basis for Admission or Exclusion A student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status. | Sample Sources of Evidence:  * **Requested** samples of student records such as:   + Home Language Surveys   + Student screener results   + Student ELP Assessment scores * District Policy/Written Guidance * Other  Evidence on File at DEED:  * EL Plan of Service | 1112(e)(3)(D) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
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## Foster Care

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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
| **I-A 24** | Children in Foster Care – Point of Contact (POC), Written Transportation Procedures, and Database *Memorandum of Understanding* (*MOU) with POC and Written Transportation Procedures*  The district collaborates with the Office of Children’s Services (or other Title IV-E agency) to –   * designate a current Point of Contact for both entities; and * develop clear written transportation procedures governing how transportation to the school of origin will be provided, arranged, and funded.   *Database*  To help ensure the educational stability of children in foster care, the district maintains current information regarding which of its students are in OCS/Title IV-E foster care, by –   * regularly communicating with OCS to receive the information, * training district administrative staff to request written OCS notification from foster parents and/or case workers, as applicable, * training district administrative staff to update student data records with foster care information and to share on a need-to-know basis. | Sample Sources of Evidence: **Database:**   * District student information system query of students in foster care (redacted screenshot) * Current Out-of-Home Placement (OOH) Report from OCS (redacted) * Formal letter or email from OCS regarding a child’s placement (redacted) * Staff training on receiving and recording foster care data (slides, agendas, manual)  Evidence on File at DEED: **MOU with POC and Transportation:**   * Signed MOU with OCS, including transportation agreement in GMS | 1111 (g)(1)E),  1112(c)(5) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
| **I-A 25** | Children in Foster Care – Transportation to Maintain School of Origin The district always:   * assumes it is in a foster care student’s best interest to remain in their school of origin (the school they attended immediately prior to their foster care placement), * allows students in foster care to remain in their school of origin, and * provides transportation to enable students in foster care to continue to attend their school of origin until the time the student exits foster care, unless it is determined to be in the *student’s* best interest to switch schools. | Sample Sources of Evidence:  * School vehicle(s) that can serve all residences (bus schedule, photo) * Driver mileage reimbursement/In Lieu of Transportation agreement form * Individual transportation request (for district bus, taxi, other) * Contract with Taxi Company * Staff training on FC students right to transportation to school of origin; protocols for arranging transportation (slides, agendas, manual) | 1111 (g)(1)E), 1112(c)(5) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
| **I-A 26** | Children in Foster Care –Best Interest Determination (BID) and Immediate Enrollment *Student Best Interest Determination*  The district only enrolls foster care students in a new school (instead of their school of origin) when it has been determined to be in the *student’s* best interest to switch schools.   * A formal best interest determination (BID)   + uses input from key stakeholders such as caseworker, school staff, foster parent, district POC, Guardian ad Litem, student, and parent;   + consults via meetings, phone calls, and/or email; and   + is documented in writing. * It may always be assumed that it is in the student’s best interest to switch schools in the event a student’s foster placement is in a new community that   + is not connected by road to the school of origin, or   + is more than 50 miles away by road from the school of origin.   *Immediate Enrollment*  When it is in the best interest of a student in foster care to switch schools, the district   * facilitates the student’s immediate enrollment in the new school, even if the student is unable to produce the records normally required for enrollment, such as transcripts, birth certificate, or health records, and * immediately contacts the last school attended to obtain relevant academic and other records. | Sample Sources of Evidence: **Best Interest Determination:**   * Best interest determination meeting or decision (redacted spreadsheet, notes, form, email, invite) * Staff training on identification, enrollment, school of origin, Best Interest Determination, transportation, for FC students (slides, agendas, manual)   **Immediate Enrollment:**   * Board policy or School Handbook stating immediate enrollment for identified FC students * Student school record transfer request showing expedited completion for FC student (redacted email exchange) | 1111 (g)(1)E), 1112(c)(5) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
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## Educator Qualifications

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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
| **I-A 27** | Parents Right to Know – Educator Qualification Parents of all children attending Title I-A schools have been notified at the beginning of each school year that they can request information on the professional qualifications of the student’s classroom teachers including:  whether the student’s teacher   * has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; * is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and * is teaching in the field of discipline of the certification of the teacher; and   whether the child is provided services by paraprofessionals, and, if so, their qualifications. | Sample Sources of Evidence:  * Letters to parents * Newsletters, handouts, posters * District or School Report Cards * Student handbook * Other | 1112(e)(1)(A) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
| **I-A 28** | Paraprofessional Qualifications All instructional paraprofessionals working in a Title I-A schoolwide program or instructional paraprofessionals paid in whole or in part with Title I-A funds in a targeted assistance program have met one of the following qualifications:   * completed at least two years of higher education (at least 48 semester hours or the equivalent); * obtained an associate’s degree or higher; or * passed the HELP or ParaPro assessment AND skills on the Paraprofessional Standards Checklist have been observed and verified and have a high school diploma or its equivalent   *This section does not apply to paraprofessionals proficient in English and another language who provides services as a translator or to a paraprofessional whose duties consist solely of conducting parent involvement activities, or who have only non-instructional duties such as providing technical support for computers, providing personal care services, or performing clerical duties [200.58 (2)(ii)].* | Sample Sources of Evidence:  * AK Paraprofessional Qualifications forms & supporting documentation of degree, credits, or passing test score with completed checklist * Hiring application verifying HS diploma or equivalent AND position description indicating that HS diploma or equivalent is required for job * Personnel records Staff list showing qualifications, hire date, duty assignment and funding source * Personnel records * Other | 1111(g)(2)(M)  1112(c)(6) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
| **I-A 29** | Teacher Qualifications The district:  maintains accurate documentation of status of teachers; and  submits data in a timely fashion to the department on the status of teachers. | Sample Sources of Evidence:  * Certified Staff Accounting Reports * Copies of teacher qualification and certification tracking documentation * Other | 1112(c)(6) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
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| **I-A 30** | Disproportionate Rates The district has ensured that low-income and minority students are not taught at higher rates than other students by ineffective, out-of-field or inexperienced teachers. | Sample Sources of Evidence:  * Certified Staff Accounting data disaggregated by high and low poverty schools (top quartile). * Comparison of teachers assigned to high and low minority schools. * Documentation of incentive, recruitment, or professional development programs. * District plan for equitable distribution. | 1111(g)(1)(B)  1112(b)(2) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
| **I-A 31** | Notice to Parents – Teacher Not Meeting Certification Requirements The district has provided to each parent of all children attending Title I-A schools timely notice that the parent’s child has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who has not met applicable State certification requirements. | Sample Sources of Evidence:  * Letters to parents * Other | 1112(e)(1)(B) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
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## ****School Improvement****

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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
| **I-A 32** | Improvement Plan for Comprehensive Support and Improvement (CSI) Schools The district has notified any school designated of the CSI 5%, CSI Grad Rate, or CSI-TSI designation. If the school is CSI-TSI, the district will have notified the school of which subgroup(s) of students is underperforming.  The district has developed and implemented a comprehensive support and improvement plan for each CSI designated school to improve student outcomes, that:  is developed in partnership with stakeholders (including principals and other school leaders, teachers, and parents);  is informed by all indicators that led to designation;  includes evidence-based interventions;  is based on a school-level needs assessment;  identifies resource inequities to be addressed through plan implementation; and  is approved by the school, district, and state. | **Sample Sources of Evidence:**   * Evidence of stakeholder outreach and input * Indications of selected Evidence-Based Interventions * District level plan for supporting designated school(s) * Indications of school-district-state collaboration and partnerships * Other   **Evidence on File at DEED:**   * Budget and Assurances for school improvement funds * School Improvement Plan * Needs Assessment documentation | 1111(d)(1)(B),  4 AAC 06.864 |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
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| **I-A 33** | Improvement Plan for Targeted Support and Improvement (TSI) Schools and Additional Targeted Support and Improvement (ATSI) Schools The district has notified any school designated of the designation and which subgroup(s) of students is underperforming.  The district has developed and implemented a targeted support and improvement plan for each TSI and ATSI designated school to improve student outcomes, that:  is developed in partnership with stakeholders (including principals and other school leaders, teachers, and parents);  is informed by all indicators that led to designation;  includes evidence-based interventions;  is based on a school-level needs assessment; and  is approved and monitored for implementation by the district. | **Sample Sources of Evidence:**   * Evidence of stakeholder outreach and input * Indications of selected Evidence-Based Interventions * District level plan for approval, support, and monitoring of plan implementation * Indications of school-district-state collaboration and partnerships * Other   **Evidence on File at DEED:**   * Budget and Assurances for school improvement funds * School Improvement Plan * Needs Assessment documentation | 1111(d)(2),  4 AAC 06.868 |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
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# Title I, Part C – Education of Migratory Children

**District Contact:** Enter Contact Name

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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
| **I-C 1** | Identification & Recruitment (ID&R) The district has assisted the state in determining timely and accurate identification and recruitment of eligible migratory children including:  adhering to the state’s established procedures for the identification and recruitment of migratory children;  developing a local written identification and recruitment plan that includes recruitment efforts year-round throughout the community;  ensuring all recruitment staff attend the state’s annual training on the identification and recruitment of migratory children;  providing training to recruitment staff on local processes; and  evaluating the recruitment practices of individual recruiters. | Sample Sources of Evidence:  * Identification & Recruitment Plan * Quality Control Plan * Training provided to district staff * Evaluations of individual recruiters * Local ID&R resources (e.g., questionnaires, flyers, brochures, advertisements) * Communication with recruitment staff regarding ID&R * Other  Evidence on File at DEED:  * State ID&R training attendee lists * Random re-interviewing * COE quality control review * Onsite file review * Fall Recruitment Report | 1304(c)(8), 1308(b)(2)(A), 200.89(c), 200.89(d) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
| **I-C 2** | Data Quality Control The district has assisted the state in implementing a system of quality controls by:  adhering to the state’s established system of quality controls;  developing a written local quality control plan for the proper identification and recruitment of eligible migratory children;  maintaining accurate migratory child data records in MIS2000 with all required data elements;  resolving data discrepancies;  validating and verifying all information on COEs and migratory child records;  entering information into MIS2000 in a timely manner; and  validating and verifying all information reported to DEED. | Sample Sources of Evidence:  * Quality control plan * Service delivery plan * District student data processes * District communication * Other  Evidence on File at DEED:  * Timeliness and accuracy of data submissions * COE Quality Control Review * Annual District Reports | 1308(b)(2)(A),  200.89(d) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
| **I-C 3** | Interstate and Intrastate Coordination The district promotes interstate and intrastate coordination of services for migratory children including:  providing for the educational continuity through the timely transfer of pertinent student records, including health records (whether or not the move occurs during the regular school year); and  establishing a procedure to coordinate services and records transfers with surrounding districts or districts that migratory children move to/from. | Sample Sources of Evidence:  * Communication with receiving districts of migratory children * Student records transfer forms and procedures * Course History Report procedures * Service delivery plan * Other  Evidence on File at DEED:  * Move alerts submitted to DEED * Course History Reports * Timeliness of data submissions | 1304(b)(3),  200.85(c) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
|  |  | In compliance  In progress  Not in compliance |

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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
| **I-C 4** | Parent & Family Engagement The district has, in a format and language understandable to the parents:  consulted with parents, including parent advisory councils, in the planning and operation of Title I-C programs and projects;  provided informationto parents about the Migrant Education Program services received by their students;  implemented strategies to increase the engagement of migratory parents in supporting their child’s education and opportunities for involvement in decision making about their child’s education; and  provided outreach activities for migratory children and their families to inform them of other education, health, nutrition, and social services to help connect them to such services. | Sample Sources of Evidence:  * Meeting notices (letters, flyers, social media, student info. system, website, call logs) * Meeting minutes, sign-in sheets, and agendas * Communications with parents * Parent activities * Written processes * Other  Evidence on File at DEED:  * ESEA Consolidated Application * Parent surveys | 1304(c)(3),  1304(c)(6) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
|  |  | In compliance  In progress  Not in compliance |

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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
| **I-C 5** | Needs Assessment The district has conducted a local needs assessment that:  is aligned with the state comprehensive needs assessment (CNA), including the following goal areas:   * Academic support in English/language arts and mathematics * High school graduation * School readiness * Support services   has identified the unique educational needs of migratory children, including preschool children and children who have dropped out of school, that result from the migratory lifestyle and other needs of migratory children that must be met in order for them to participate effectively in school. | Sample Sources of Evidence:  * Needs Assessment * Needs assessment planning team members, agendas, minutes, data analysis, evaluation results * Written processes * Other  Evidence on File at DEED:  * ESEA Consolidated Application * Parent & staff surveys * Migrant Summative Data Report | 1306(a)(1)  200.83(a) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
| **I-C 6** | Service Delivery Plan The district has developed a local service delivery plan for migratory children, including preschool children and children who have dropped out of school, that:  addresses the unique educational needs of migratory children as identified in the needs assessment;  includes performance targets and measurable outcomes in order to meet the same challenging state academic content and achievement standards that all children are expected to meet;  encompasses the full range of services that are available for migratory children from appropriate local, state, and federal educational programs and provides for integration of services, as appropriate;  is the product of joint planning among such local, state, and federal programs, including programs under Title I-A, early childhood programs, and language instruction educational programs under Title III-A; and  aligns with the State Service Delivery Plan (SDP) which includes 4 goal areas for service:   * Academic support in English/language arts and mathematics * High school graduation * School readiness * Support services | Sample Sources of Evidence:  * Service delivery plan * Needs assessment * Staff schedules & assignments * Data to measure progress toward MPOs * Evidence of joint planning among programs * Evidence of migratory children receiving other program services * Other  Evidence on File at DEED:  * ESEA Consolidated Application * Migrant Summative Data Report * Mass and Summer Withdrawals * Competitive Grant Reports | 1306(a)(1),  200.83(a),  200.83(c) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
| **I-C 7** | Use of Funds Title I-C funds:  must first be used to meet the identified needs of migratory children that result from their migratory lifestyle and other needs of migratory children that must be met to permit these children toparticipate effectively in school;  are used only for programs and projects in accordance with the state comprehensive needs assessment (CNA) and state service delivery plan (SDP);  are used to meet the needs of migratory children that are not addressed by services available from other Federal or non-Federal programs; and  are used tosupplement, rather than supplant, the use of non-Federal funds. | Sample Sources of Evidence:  * Service Delivery Plan * Needs Assessment * Detailed schedule(s) for Title I-C funded staff, including time designated for migrant duties (schedules and time and effort.) * Written processes for determining allowable uses of funds * Budgets / Expenses * Contracts * Other  Evidence on File at DEED:  * ESEA Consolidated Application | 1304(c)(1)(A)  1304(c)(1)(B)  1304(c)(2)  1118(a)  1306(b)(1) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
|  |  | In compliance  In progress  Not in compliance |

| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
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| **I-C 8** | Serving Migratory Children When providing Title I-C funded services, the district:  prioritizes migratory children who have been identified as Priority for Services (PFS);  addresses the unmet needs of preschool migratory children and migratory children who have dropped out of school; and  adheres to the Continuation of Services (COS) provision and only provides services to a child who has met the end of their eligibility in the following instances:   * a child who ceases to be a migratory child during a school term is eligible for services until the end of such term; * a child who is no longer a migratory child may continue to receive services for one additional school year, but only if comparable services are not available through other programs; and * students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation. | Sample Sources of Evidence:  * Needs assessment * Service delivery plan * Written procedures * Staff schedules & assignments * Evidence of services provided to children * Data used to identify PFS K-2 * Student lists or rosters * Child eligibility tracking processes * Service tracking processes * Documentation that comparable services are not available * Other    Evidence on File at DEED:  * ESEA Consolidated Application * Mass and Summer Withdrawals | 1304(c)(4)  1304(d)  1304(e) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
|  |  | In compliance  In progress  Not in compliance |

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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
| **I-C 9** | Evaluating Effectiveness of Program The district measures the effectiveness of Title I-C programs and projects, and, where feasible, uses the same approaches and standards that are used to assess the performance of students and schools under Title I, Part A.  The district uses the results of the evaluation to improve the services to migratory children. | Sample Sources of Evidence:  * Assessment results * Data collection to measure progress toward MPOs * Service delivery plan * Meeting agendas, sign-in sheets, minutes * Other  Evidence on File at DEED:  * ESEA Consolidated Application * Migrant Summative Data Report * Fidelity of Strategy Implementation Tool | 1304(c)(5), 200.84 |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
| **I-C 10** | Title I-C Consolidation into a Title I-A Schoolwide Program A school that receives I-C funds that consolidates all or part of those funds into a Title I-A schoolwide program has met the following criteria:  parents have been consulted regarding the consolidation of I-C funds into the schoolwide program;  the school has described and documented how it has met the unique educational needs of the migratory children prior to consolidating funds in the schoolwide plan; and  the schoolwide plan addresses the needs of migratory children and indicates the amount of I-C funding consolidated in the schoolwide plan. | Sample Sources of Evidence:  * Title I-A schoolwide plan * Service delivery plan * Needs assessment * Parent consultation agenda, sign-in sheets, and meeting notes * Other  Evidence on File at DEED:  * ESEA Consolidated Application * Application to consolidate funds | 1306(b)(4), 200.86 |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
|  |  | In compliance  In progress  Not in compliance |

# Title I, Part D – Neglected, Delinquent or At-Risk Children & Youth

**District Contact:** Enter Contact Name

## Subpart 1

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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
| **I-D 1** | Program Requirements The district:  assesses the educational needs of the children to be served under this subpart and, to the extent practicable, provide for such assessment upon entry into a correctional facility;  meets the goals and objectives of the [State plan;](https://education.alaska.gov/akessa/stateplan)  coordinates with the correctional facilities to ensure that student assessments and appropriate academic records are shared jointly between the correctional facility and the local educational agency or alternative education program in order to facilitate the transition of such children and youth between the correctional facility and the local educational agency or alternative education program;  coordinates with businesses for training and mentoring for participating children and youth;  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;  works with parents to secure parents’ assistance in improving the educational achievement of their children and youth, and preventing their children’s and youth’s further involvement in delinquent activities;  works with children and youth with disabilities in order to meet an existing individualized education program and an assurance that the agency will notify the child’s or youth’s local school if the child or youth—  (A) is identified as in need of special education services while the child or youth is in the correctional facility or institution for neglected or delinquent children and youth; and  (B) intends to return to the local school;  works with children and youth who dropped out of school before entering the correctional facility or institution for neglected or delinquent children and youth to encourage the children and youth to reenter school and attain a regular high school diploma once the term of the incarceration is completed or provide the child or youth with the skills necessary to gain employment, continue the education of the child or youth, or attain a regular high school diploma or its recognized equivalent if the child or youth does not intend to return to school. | Sample Sources of Evidence:  * Evidence of children being assessed * Written assessment processes * Data used for assessment * Data analysis * Student records/IEPs/joint planning with SPED * Evidence of children receiving other services * Evidence of joint planning with businesses * Parent outreach * Completion/Transition records | 1414(c)(1,2,4,10,11), 1418, 1424, 1425(3) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
|  |  | In compliance  In progress  Not in compliance |

| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
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| **I-D 2** | Necessary Training The district provides appropriate professional development to teachers and other staff.  The district consults with experts and provides the necessary training for appropriate staff, to ensure that the planning and operation of institution-wide projects under section 1416 are of high quality.  Certified or licensed teachers and other qualified staff are trained to work with children and youth with disabilities and other students with special needs taking into consideration the unique needs of such students. | Sample Sources of Evidence:  * PD agendas, sign-in sheets, and meeting notes * LEA/Correctional facility policies/MOAs * Information/training packets * PD plans/schedules | 1414(c)(9,12,14,15,16), 1425(1,2,4,8,11) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
| **I-D 3** | Uses of Funds The district uses Title I, Part D, Subpart 1 funds in ways that:  are consistent with the [State plan](https://education.alaska.gov/akessa/stateplan) under section 1414(a);  concentrate on providing participants with the knowledge and skills needed to make a successful transition to secondary school completion, career and technical education, further education, or employment;  respond to the educational needs of participants, including by supplementing and improving the quality of the educational services provided to participants;  afford participants an opportunity to meet challenging State academic standards; and  use Subpart 1 funds to provide services that supplement, not supplant, those services that would, in the absence of Subpart 1 funds, be provided to children participating in the regular school educational program. | Sample Sources of Evidence:  * Budgets/expenses * Transition Plans * Contracts * Written processes to determine allowability * School day schedule * Lesson Plans * State assessment scores * Data analysis | Title I, Part A 1119(a)(1,3), Part D 1425(5), 1414(c)(5,17) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
| **I-D 4** | Coordination of Funds The district coordinates with other appropriate State and Federal programs, such as programs under Title I of the Workforce Innovation and Opportunity Act, career and technical education programs, State and local dropout prevention programs, and special education programs. | Sample Sources of Evidence:  * Evidence of joint planning/coordination | 1414(a)(1)(B), 1414(c)(4), 1425(6) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
| **I-D 5** | Transition Services The district designates an individual in each affected correctional facility or institution for neglected or delinquent children and youth to be responsible for issues relating to the transition of such children and youth between such facility or institution and locally operated programs.  The district shall reserve not less than 15 percent and not more than 30 percent of the amount such agency receives under this subpart for any fiscal year to support [transition services.](https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-legislation-table-contents/title-i-part-a/#TITLE-I-PART-D-SUBPART-1:~:text=SEC.%201418.,settings%20where%20appropriate.) | Sample Sources of Evidence:  * Transition coordinator job description * Transition records * Budgets/expenses | 1425(9), 1414(c)(8) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
|  |  | In compliance  In progress  Not in compliance |

## Subpart 2

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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
| **I-D 6** | Program Requirements The district:  ensures that educational programs in the correctional facility are coordinated with the student’s home school, particularly with respect to a student with an individualized education program under part B of the Individuals with Disabilities Education Act;  notifies the local school of a child or youth who is identified as in need of special education services while in the correctional facility;  provides transition assistance to help the child or youth stay in school, including coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling;  provides support programs that encourage children and youth who have dropped out of school to reenter school and attain a regular high school diploma once their term at the correctional facility has been completed, or provide such children and youth with the skills necessary to gain employment or seek a regular high school diploma or its recognized equivalent;  works to ensure that the correctional facility is staffed with teachers and other qualified staff who are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth;  ensures that educational programs in the correctional facility are related to assisting students to meet the challenging State academic standards;  to the extent possible, uses technology to assist in coordinating educational programs between the correctional facility and the community school;  where feasible, involves parents in efforts to improve the educational achievement of their children and prevent the further involvement of such children in delinquent activities;  if appropriate, works with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring programs for children and youth;  upon the child’s or youth’s entry into the correctional facility, works with the child’s or youth’s family members and the local educational agency that most recently provided services to the child or youth (if applicable) to ensure that the relevant and appropriate academic records and plans regarding the continuation of educational services for such child or youth are shared jointly between the correctional facility and local educational agency in order to facilitate the transition of such children and youth between the local educational agency and the correctional facility; and  consults with the correctional facility upon discharge from that facility, to coordinate educational services so as to minimize disruption to the child’s or youth’s achievement. | Sample Sources of Evidence:  * MOA between district and facility * Written processes for student record transfers * Student records/IEPs/joint planning with SPED * Parent outreach logs * State assessment scores * Communications with facility regarding discharge | 1425(10), 1414(c)(7)(19) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
|  |  | In compliance  In progress  Not in compliance |

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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
| **I-D 7** | Uses of Funds The district uses Title I, Part D, Subpart 2 funds for, as applicable:  programs that serve children and youth returning to local schools from correctional facilities, to assist in the transition of such children and youth to the school environment and help them remain in school in order to complete their education;  dropout prevention programs which serve at-risk children and youth;  the coordination of health and social services for such individuals if there is a likelihood that the provision of such services, including day care, drug and alcohol counseling, and mental health services, will improve the likelihood such individuals will complete their education;  special programs to meet the unique academic needs of participating children and youth, including career and technical education, special education, career counseling, curriculum-based youth entrepreneurship education, and assistance in securing student loans or grants for postsecondary education;  programs providing mentoring and peer mediation;  programs for at-risk Indian children and youth, including such children and youth in correctional facilities in the area served by the local educational agency that are operated by the Secretary of the Interior or Indian tribes; and  pay for success initiatives. | Sample Sources of Evidence:  * Budgets/expenses * Other | 1415, 1424 |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
| **I-D 8** | Coordination of Funds The district coordinates funds received under this subpart with other local, State, and Federal funds available to provide services to participating children and youth, such as funds made available under Title I of the Workforce Innovation and Opportunity Act, and career and technical education funds. | **Sample Sources of Evidence:**   * Evidence of joint planning/coordination | 1431(a), 1414(c)(6) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
|  |  | In compliance  In progress  Not in compliance |

# Title II, Part A – Supporting Effective Instruction

**District Contact:** Enter Contact Name

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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
| **II-A 1** | Consultation The district in the development of their Title II, Part A application shall:  meaningfully consult with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title;  seek advice from the individuals and organizations described above regarding how best to improve the local educational agency’s activities to meet the purpose of this title; and  coordinate the local educational agency’s activities under this part with other related strategies, programs, and activities being conducted in the community. | Sample Sources of Evidence:  * Needs Assessments * Recruitment and retention data * Agendas/minutes * Other  Evidence on File at DEED:  * ESEA Consolidated Application | 2102(b)(3) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
| **II-A 2** | Data and Ongoing Consultation The district uses data and ongoing consultation to continually update and improve activities supported under Title II, Part A. | Sample Sources of Evidence:  * Agenda/minutes * Measures and data * Other  Evidence on File at DEED:  * ESEA Consolidated Application | 2102(b)(2)(D) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
|  |  | In compliance  In progress  Not in compliance |

| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
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| **II-A 3** | Prioritizing Funds The district has prioritize Title II, Part A funds to schools that are:  implementing comprehensive support and improvement (CSI) activities under section 1111(d);  targeted support and improvement (TSI) activities under section 1111(d); and  have the highest percentage of children counted under section 1124(c). | Sample Sources of Evidence:  * Student and educator data * School selection criteria * Allocation procedures * Other  Evidence on File at DEED:  * ESEA Consolidated Application | 2102(b)(2)(C) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
| **II-A 4** | High-Quality Professional Development The district coordinates high-quality professional development activities funded by Title II, Part A that meet the federal definition outlined in 8101(42) with professional development activities provided through other Federal, State, and local programs. | Sample Sources of Evidence:  * Professional development plan * Activities list with descriptions and funding sources * Other  Evidence on File at DEED:  * ESEA Consolidated Application | 2102(b)(2)(F) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
| **II-A 5** | Alignment with Challenging State Academic Standards The district has aligned Title II, Part A funded activities with challenging State academic standards, as applicable. | Sample Sources of Evidence:  * Professional development plan * Activities/standards alignment * Other  Evidence on File at DEED:  * ESEA Consolidated Application | 2102(b)(2)(A) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
|  |  | In compliance  In progress  Not in compliance |

| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
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| **II-A 6** | Professional Growth and Improvement The district has in place systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership. | Sample Sources of Evidence:  * Induction/Mentoring Programs * Educator Evaluation and Support * Teacher Leadership Pathways * Other  Evidence on File at DEED:  * ESEA Consolidated Application | 2103(b)(2)(B) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
| **II-A 7** | Subgroups The district activities supported with Title II, Part A funds address the needs of all subgroups of students in the district, including students with disabilities, English learners, and gifted and talented students. | Sample Sources of Evidence:  * Professional development plan * Other  Evidence on File at DEED:  * ESEA Consolidated Application | 2103(b)(2) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
| **II-A 8** | Effectiveness The district is monitoring the effectiveness of using Title II, Part A funded activities to improved teacher, principal, or other school leader effectiveness. | Sample Sources of Evidence:  * Evaluation of activities * Other  Evidence on File at DEED:  * ESEA Consolidated Application | 2104(a)(1) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
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| **II-A 9** | Allowable Activities The district is using Title II, Part A funds in accordance with the purpose of this title and to carry out one of more of the allowable activities under 2103(b). | Sample Sources of Evidence:  * Activities List * Professional development plan * Other  Evidence on File at DEED:  * ESEA Consolidated Application | 2104(b)(1)(3) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
| **II-A 10** | Evidence-Based The district implements “evidence-based” practices, activities, strategies and interventions with demonstrated evidence of effectiveness as outlined in 8101(21)(A) for Title II-A funded activities requiring an evidence base. | Sample Sources of Evidence:  * Evidence-base documentation * Improved student outcomes * Other  Evidence on File at DEED:  * ESEA Consolidated Application | 2103(b)(3)(D)  2103(b)(3)(E)) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
|  |  | In compliance  In progress  Not in compliance |

# Title III, Part A – English Language Acquisition and Language Enhancement

**District Contact:** Enter Contact Name

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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
| **III-A 1** | Identification and Exit The district assesses all students who may be English learners for such status within 30 days of enrollment; and the district accurately exits eligible EL students from a Language Instruction Education Program (LIEP) within the school year they have met exit criteria using the statewide-standardized exit criteria and process. | Sample Sources of Evidence:  * **Requested** samples of student records such as:   + Home Language Surveys   + Student screener results   + Student ELP Assessment scores  Evidence on File at DEED:  * Fall and Summer OASIS records | 3113(b)(2) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
| **III-A 2** | Effective Language Instruction Districts must use Title III funds to increase the English language proficiency of English learners by providing effective language instruction educational programs that meet the needs of English learners and demonstrate success in increasing—   * English language proficiency; and * student academic achievement; | Sample Sources of Evidence:  * On-site observation of LIEP * Evidence of effective LIEP, which may include:   + Lesson plans containing differentiation strategies for ELs.  Evidence on File at DEED:  * EL Plan of Service * ELP Assessment Results * PEAKS Assessment Results * ESEA Application | 3115(c)(1) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
|  |  | In compliance  In progress  Not in compliance |

| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
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| **III-A 3** | Professional Development Districts must use Title III funds to provide effective professional development for teachers and principals of ELs that is:  Designed to improve the instruction and assessment of ELs;  Designed to enhance the ability of teachers and principals to understand and implement curricula, assessment measures and practices, and instructional strategies for ELs;  Effective in increasing children’s English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of teachers of ELs; and  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. | Sample Sources of Evidence:  * Needs assessment * Professional development plan * Syllabus * Enrollment lists  Evidence on File at DEED:  * DEED provided PD participant lists | 3115(c)(2)(A)-(D) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
|  |  | In compliance  In progress  Not in compliance |

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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
| **III-A 4** | Parent and Family Engagement **Districts are required to provide and implement effective activities and strategies that enhance or supplement language instruction educational programs for English learners, which shall include parent, family, and community engagement activities.** | Sample Sources of Evidence:  * Needs assessment * Communication to parents * Sign-in sheets * Agendas  Evidence on File at DEED:  * ESEA Consolidated Application | 3115(c)(3)(A) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
|  |  | In compliance  In progress  Not in compliance |

| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
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| **III-A 5** | Other Allowable Activities **If the district uses III-A funds for additional activities beyond those required activities specified in 3115(c), then funds must be used for one or more of the following authorized activities:**  Upgrading program objectives and effective instructional strategies.  Improving the instructional program for English learners by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures.  Providing to English learners tutorials and academic or career and technical education; and intensified instruction, which may include materials in a language that the student can understand, interpreters, and translators.  Developing and implementing effective preschool, elementary school, or secondary school language instruction educational programs that are coordinated with other relevant programs and services.  Improving the English language proficiency and academic achievement of English learners.  Providing community participation programs, family literacy services, and parent and family outreach and training activities to English learners and their families to improve the English language skills of English learners; and to assist parents and families in helping their children to improve their academic achievement and becoming active participants in the education of their children.  Improving the instruction of English learners, which may include English learners with a disability, by providing for the acquisition or development of educational technology or instructional materials; access to, and participation in, electronic networks for materials, training, and communication; and incorporation of the resources described in above into curricula and programs, such as those funded under this subpart.  Offering early college high school or dual or concurrent enrollment programs or courses designed to help English learners achieve success in postsecondary education.  Carrying out other activities that are consistent with the purposes of this section. | Sample Sources of Evidence:  * Needs assessment * Budgets/expenses * Agendas * Course descriptions  Evidence on File at DEED:  * ESEA Consolidated Application | 3115(d)(1)-(9) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
|  |  | In compliance  In progress  Not in compliance |

| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
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| **III-A 6** | Supplement, Not Supplant **Districts are required to use** Title III-A funds to supplement the level of federal, state, and local funds that, in the absence of such availability, would have been expended for programs for English learners and in no case to supplant such federal, state, and local funds. The district:  does not use funds to provide services that the district was required to make available under other laws; and  does not use funds to **provide services that the district provided with non-Federal funds in the prior year.** | Sample Sources of Evidence:  * Budgets/expenses * Documentation of services funded by all sources * Staffing list * Descriptions of language assistance programs  Evidence on File at DEED:  * ESEA Consolidated Application * EL Plan of Service | 3115(g) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
|  |  | In compliance  In progress  Not in compliance |

| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
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| **III-A 7** | Plan of Service The district has a current, approved Plan of Service for instructional programs for EL students in place and shows evidence that the district:  consulted with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing such program; and  if applicable, coordinates activities and shares relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers. | Sample Sources of Evidence:  * Meeting minutes * Meeting agendas * Sign-in sheets * Communication to parents  Evidence on File at DEED:  * EL Plan of Service | 3116(a)  3116(b)(4)(C)-(D) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
|  |  | In compliance  In progress  Not in compliance |

| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
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| **III-A 8** | Immigrant Grant Recipients The district uses Immigrant funds to serve immigrant children and youth as required by Section 3115(e), which may include:  family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children;  support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth;  provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;  identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds;  basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services;  other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and  activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.  The term “immigrant children and youth” as defined in section 3201(5) of Elementary and Secondary Education Act (ESEA), means individuals who-   * are aged 3 through 21; * were not born in any State; and * have not been attending one or more schools in any one or more States for more than 3 full academic years.   **\*An immigrant student may or may not also be an EL, and an EL student may or may not also be immigrant.** | Sample Sources of Evidence:  * Needs assessment * Budgets and narratives * Purchase receipts * Contract agreements * Participant lists * Event agendas * Meeting minutes * Sign-in sheets * Communication to parents * Staff schedules  Evidence on File at DEED:  * Summer OASIS records * Grant application | 3113(b)(2) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
|  |  | In compliance  In progress  Not in compliance |

# Title IV, Part A – Student Support and Academic Enrichment

**District Contact:** Enter Contact Name

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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
| **IV-A 1** | Distribution of Funds The district prioritized the distribution of funds to schools with the greatest needs as determined by the district:  May include schools with the highest percentage of children from families below the poverty level, identified for comprehensive support and improvement (CSI), implementing targeted support and improvement (TSI) plans, identified as persistently dangerous. | Sample Sources of Evidence:  * Sampling of data reviewed to determine prioritization of funds * Documentation reflecting distribution of funds * Other | 4106 (e)(2) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
|  |  | In compliance  In progress  Not in compliance |

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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
| **IV-A 2** | Needs Assessment\* – Districts receiving $30,000 or more The district has conducted a comprehensive needs assessment and clearly identifies the needs for improvement of:  access to, and opportunities for, a well-rounded education for all students;  school conditions for student learning in order to create a healthy and safe school environment; and  access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.  *\*to occur every three years* | Sample Sources of Evidence:  * Assessment used * Documentation that contributed to the needs assessment (survey results, disciplinary records, course offerings, professional development schedules, etc.). | 4106(d) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
|  |  | In compliance  In progress  Not in compliance |

| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
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| **IV-A 3** | Stakeholder Consultation The district has engaged the following mandatory stakeholders in the development of the application:  Parent  Teachers  Principals and other school leaders  Specialized instructional support personnel  Students  Community- based organizations  Local government representatives  Indian tribes or tribal organizations  Charter school teachers, principals, and other school leaders  Others with relevant and demonstrated expertise in programs and activities  **Continuous Stakeholder Engagement and Consultation**  The district engaged in ongoing consultation with the stakeholders to update and improve activities supported by Title IV-A. | Sample Sources of Evidence:  * Notice of meetings, agendas, attendance logs, and minutes * Clear and concise communications to stakeholders in a format and language that they can access and understand * Documentation of attempted consultation * Documentation of how consultation and feedback was considered | 4106(c)(1) 4106(c)(2) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
|  |  | In compliance  In progress  Not in compliance |

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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
| **IV-A 4** | Programmatic Activities Districts receiving ***$30,000 or more*** in Title IV-A funds have used a portion of such funds in each priority area to:  develop and implement program and activities that support access to a well-rounded education;  foster safe, healthy, supportive and drug-free environments that support academic achievement; and  improve the use of technology to improve the academic achievement, academic growth and digital literacy of all students.  Districts receiving ***less than $30,000*** in Title IV-A funds have used a portion of such funds in at least one priority area to:  develop and implement program and activities that support access to a well-rounded education;  foster safe, healthy, supportive and drug-free environments that support academic achievement; and/or  improve the use of technology to improve the academic achievement, academic growth and digital literacy of all students. | Sample Sources of Evidence:  * Special programs * New / expanded course offerings * Curriculum development * Content alignment to standards * Field trips * Lesson plans * Training provided to district staff * Other | 4107,  4108,  4109,  4106(f) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
|  |  | In compliance  In progress  Not in compliance |

| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
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| **IV-A 5** | **Use of Funds**  District demonstrates that no more than 2% of Title IV-A funds are used for direct administration  **Use of Funds - $30,000 or more**  Districts receiving ***$30,000 or more*** demonstrate that not less than 20% of funds are to:  support well-rounded educational opportunities; and  implement activities to support safe and healthy students.  District demonstrates that at least a portion of Title IV-A funds are used to:  implement activities to support the effective use of technology *(Districts shall not use more than 15 percent of Title IV-A funds in this areas for the purchase of technology infrastructure (hardware / software).* | **Sample Sources of Evidence:**   * Ledgers * Budget reports * Other reflections of expenditures and/or anticipated expenditures separated out by priority area * Other | 4107,  4108,  4109,  4106(f)  4105(c) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
|  |  | In compliance  In progress  Not in compliance |

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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
| **IV-A 6** | **Progress toward meeting goals and objectives**  Districts periodically evaluate the effectiveness of programming:  Progress toward meeting stated Objectives/Outcomes | **Sample Sources of Evidence:**   * Evaluation plan * Student survey results * Staff surveys results * Data * Other | 4105(c) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
|  |  | In compliance  In progress  Not in compliance |

# Education for Homeless Children and Youth – McKinney-Vento Homeless Assistance Act

**District Contact:** Enter Contact Name

## All School Districts

| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
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| **MK-V 1** | District Policies and Practices reviews and revises policies and practices to ensure they do not act as barriers to the identification or enrollment of homeless children and youth, including:   * enrollment of the homeless children or youth in the school of origin or in the attendance area of the current living situation, according to the best interest of the child; * enrollment and retention of homeless children and youth regardless of outstanding fees or fines or absences; * immediate enrollment of the homeless child or youth, even if unable to produce records normally required for enrollment, or have missed application or enrollment deadlines during any period of homelessness;   + contact the school last attended by the child or youth to obtain relevant academic and other records, and   + assist in obtaining necessary immunizations or screenings, or immunization or other required health records;   has procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youths, that provides for immediate enrollment of homeless students pending final resolution of the dispute and a written explanation in a manner understandable to a parent, guardian, or unaccompanied youth, as to the reason for the placement dispute and information regarding the right to appeal;  has procedures that ensure that homeless children and youth:   * have access to public preschool programs as provided to other children; * receive appropriate credit for full or partial coursework completed while attending a prior school; * if dropped out, are accorded equal access to appropriate secondary education and support services; * if they meet the relevant eligibility criteria, do not face barriers to accessing academic and extracurricular activities; * receive assistance from counselors to advise such youth, and prepare and improve the readiness for college * are provided comparable services to other students in the school, including transportation, educational services, programs for career & technical education, gifted and talented students, and nutrition programs;   coordinates with social services agencies and other entities providing services to homeless children and youths and their families; and  ensures that transportation to the school of origin is provided, if applicable. | Sample Sources of Evidence:  * Copy of policies * Transportation schedules * Memorandums of Agreement * Dispute Resolution Policy and Log * Interviews with staff * Other  Evidence on File at DEED:  * ESEA District Plan | 722(g)(1)(F)  722(g)(1)(K)  722(g)(3-7) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
|  |  | In compliance  In progress  Not in compliance |

| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
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| **MK-V 2** | Local Homeless Liaison The district has identified a homeless liaison and the liaison ensures that:  homeless children and youths are identified by school personnel through outreach and coordination activities with other entities and agencies;  homeless children and youths are enrolled in, and have a full and equal opportunity to succeed in, schools of that LEA;  homeless families and homeless children and youths have access to and receive educational services for which such families, children, and youths are eligible, including services through Head Start programs (including Early Head Start programs), early intervention services under part C of IDEA, and other preschool programs administered by the LEA;  homeless families and homeless children and youths receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services;  the parents or guardians of homeless children and youths are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;  public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents or guardians of such children and youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, in a manner and form understandable to the parents and guardians of homeless children and youths, and unaccompanied youths;  enrollment disputes are mediated;  the parent or guardian of a homeless child or youth, and any unaccompanied youth, is fully informed of all transportation services, including transportation to the school of origin, and is assisted in accessing transportation to the school that is selected;  school personnel providing services under this subtitle receive professional development and other support; and  unaccompanied youths—   * are enrolled in school; * have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and * are informed of their status as independent students under section 480 of the Higher Education Act and that the youths may obtain assistance from the LEA liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid. | Sample Sources of Evidence:  * Copy of policies * Transportation schedules * Training agendas, notes, sign-in sheets * Posters in school * Interviews with staff * Other  Evidence on File at DEED:  * ESEA District Plan | 722(g)(6) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
|  |  | In compliance  In progress  Not in compliance |

## Subgrantees Only

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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
| **MK-V 3** | Needs Assessment The district has conducted an assessment of educational and related needs of homeless children and youths in the area served. | Sample Sources of Evidence:  * Survey * Student records/IEPs * Meeting notes * Other | 723(b)(1) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
|  |  | In compliance  In progress  Not in compliance |

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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
| **MK-V 4** | Services and Programs Implementation The district has implemented services and programs as approved in their application to address the needs identified. | Sample Sources of Evidence:  * Meeting sign-up sheets, minutes etc. * LEA/facility policies/MOAs * Information/training packets * Individual transitional/education plans * Other | 723(b)(2) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
| **MK-V 5** | Prevention of Isolation and Stigmatization The district has policies and procedures in place to ensure that activities supported with these funds do not isolate or stigmatize homeless children and youth. | Sample Sources of Evidence:  * Policies/procedures * Staff memos * Other | 723(b)(3) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
| **MK-V 6** | Use of Funds The district uses these funds for one or more of the following authorized activities (check all that apply):  Tutoring, supplemental instruction, and enriched educational services.  Expedited evaluations of the strengths and needs of homeless children and youths, including needs and eligibility for programs and services.  Professional development and other activities for educators and specialized instructional support personnel that are designed to heighten the understanding and sensitivity of such personnel.  Referral services to homeless children and youths for medical, dental, mental, and other health services.  Defray the excess cost of transportation to school of origin.  Developmentally appropriate early childhood education programs.  Services and assistance to attract, engage, and retain homeless children and youths.  Before- and after-school, mentoring, and summer programs.  Payment of fees and other costs associated with tracking, obtaining, and transferring records necessary to enroll homeless children and youths in school.  Education and training to the parents and guardians of homeless children and youths about the rights of, and resources available to, such children and youths, and other activities designed to increase the meaningful involvement of parents and guardians of homeless children and youths in the education of such children and youths.  Development of coordination between schools and agencies providing services to homeless children and youths.  Specialized instructional support services (including violence prevention counseling) and referrals.  Activities to address the particular needs of homeless children and youths that may arise from domestic violence and parental mental health or substance abuse problems.  Adaptation of space and purchase of supplies for any non-school facilities to provide services.  School supplies, including those supplies to be distributed at shelters or temporary housing facilities, or other appropriate locations.  Other extraordinary or emergency assistance needed to enable homeless children and youths to attend school and participate fully in school activities. | Sample Sources of Evidence:  * Budgets * Program records * Other | 723(d)(1-16) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
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| **MK-V 7** | Coordination The district coordinates with families, schools, community members and other local and/or State agencies that serve homeless children and youth as stated in the approved application. | Sample Sources of Evidence:  * MOAs * Meeting notes * Letters/notices * Other | 722(g)(5) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
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| **Indicator** | **Program Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
| **MK-V 8** | Evaluation and Data The district has identified measurable objectives and evaluates the program annually to determine the effectiveness of the project.  The district has collected and promptly provided all data requested by DEED. | Evidence on File at DEED:  * M-V Application * M-V Data collection form | 723(c)(3)(E)  723(b)(6) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
|  |  | In compliance  In progress  Not in compliance |

# Fiscal Requirements (All Title Programs)

**District Contact:** Enter Contact Name

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| **Indicator** | **Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
| **FR-1** | **Time and Effort Documentation**  The district charges to federal awards for salaries and wages must be based on records that accurately reflect the work performed. These records must be supported by a system of internal controls which provide reasonable assurance that the charges are accurate, allowable, and properly allocated. | **Sample Sources of Evidence:**   * Time and effort documentation for employee(s) identified in budget filed with DEED for each applicable Title Program. Individual(s) to be sampled determined by DEED. * Policies and procedures for district’s time and effort system – documentation should include description of the controls designed to ensure accurate, allowable, and allocable personnel charges for Federal Programs. | 2 C.F.R. Part 200, Subpart E, §200.430(i) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
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| **Indicator** | **Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
| **FR-2** | **Procurement Procedures**  The district has documented procurement procedures, which reflect applicable state, local, and tribal laws and regulations, provided that the procurements conform to applicable federal law and the standards identified in this part. | **Sample Sources of Evidence:**   * Procurement manual or other documented procurement procedures. * If not included in procurement manual or other documented procurement procedures, written standards of conduct covering conflicts of interest. * Documentation of policies and procedures intended to prevent contracting with suspended or debarred parties. | 2 C.F.R. Part 200, Subpart D, §200.318(a) |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
|  |  | In compliance  In progress  Not in compliance |

| **Indicator** | **Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
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| **FR-3** | **Allowable Costs**  The district has written procedures for determining the allowability of costs in accordance with subpart E of the Uniform Grant Guidance and the terms and conditions of the Federal award. An LEA can only use program funds for allowable costs, as defined in the Uniform Administrative Requirements, Cost Principles, and Audit Requirements (2 C.F.R. §200), which include, among other things, the requirement that costs be reasonable and necessary for the accomplishment of program objectives. | **Sample Sources of Evidence:**   * Written procedures for determining allowability of costs (or other documented descriptions of fiscal controls). * Documented procedures for formation of program budgets (or other descriptions of the process). | 2 C.F.R. Part 200, Subpart D, 200.302; Subpart E 200.403-408 |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
|  |  | In compliance  In progress  Not in compliance |

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| **Indicator** | **Requirement** | **Supporting Documents and Resources** | **Statutes and Regulations** |
| **FR-4** | **Equipment and Supplies Management**  The district has procedures for managing equipment (including replacement equipment), whether acquired in whole or in part under a federal award, until disposition takes place.  **Districts that don’t use Federal funds to purchase equipment and electronics:**  **Note:** Even if an LEA did not purchase equipment with Federal funds, a sample of the most current inventory list (State or other funds) must be provided, unless the LEA has a written policy restricting the use of Federal funds for equipment or electronics. | **Sample Sources of Evidence:**   * Equipment and Supplies Management manuals, handbooks, SOPs, etc. * Most recent inventory of equipment and supplies purchased with program funds. * Policies for managing access and use of equipment and supplies. * Policies for conducting physical inventories and reconciliations. * Policies for disposition of equipment and supplies purchased using program funds. * Documented policies regarding access, storage, and use of technology items purchased using Federal funds. | 2 C.F.R. 200.313-314 |

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| Describe how the district implements this program requirement | Submitted Documentation | Self-Assessment |
|  |  | In compliance  In progress  Not in compliance |