

**ESEA Title Programs 2015-2016**

**Monitoring Indicators**

###### District Response Form

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| **[Enter District Name]** | **School District** |

**Alaska Department of Education and Early Development**

801 West 10th Street, Suite 200 • PO Box 110500

Juneau, AK 99811-0500

<http://education.alaska.gov/>

***Form #05-16-004***

**Table of Contents**

**[Section 1](#Section1)** [– Assurances, General Provisions, & Private Schools (GP #1-11) page 1](#Section1)

**[Section 2](#Section2Planning)** [– Title I, Part A Planning & Implementation (I-A #1-11) page 7](#Section2Planning)

[Schoolwide Schools (I-A #12-13) page](#Section2Schoolwide) 11

[Targeted Assistance Schools (I-A #14-15) page](#Section2Targeted) 12

[Paraprofessionals (I-A #16-18) page](#Section2Paraprofessionals) 13

[Parent Notification & Involvement (I-A #19-31) page](#Section2Parent) 15

[Report Card (I-A #32-34) page](#Section2Report) 22

[Preschool Coordination (I-A #35-36) page](#Section2Preschool) 24

[School Improvement (I-A #37-40) page](#Section2School) 25

[Priority and Focus Schools (I-A #41-42) page](#Section2Priority) 27

[District Support of Schools (I-A #43-46) page](#Section2DistrictSOS) 28

[District Improvement (I-A #47-49) page](#Section2DistrictImprovement) 31

[**Section 3 –** Title I, HQT Highly Qualified Teachers (HQ #1-4) page](#Section3HQT) 33

[**Section 4 –** Title I, Part C Education of Migratory Students (I-C #1-13) page](#Section4IC) 35

[**Section 5 –** Title I, Part D Neglected or Delinquent Children & Youth (I-D #1-8) page](#Section5ID) 43

[**Section 6 –** Title II, Part A Teacher & Principal Training (II-A #1-9) page](#Section6IIA) 47

[**Section 7 –** Title III, Part A English Language Acquisition (III-A #1-15) page](#Section7IIIA) 51

[**Section 8 –** Title X, Part C McKinney-Vento Homeless (X-C #1-6) page](#Section8XC) 58

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| **District:** |  |  | **District Contact:** |  |  | **Date:** |  |
| *Enter a concise explanation in the District Response column for each indicator and submit evidence and/or documentation to support compliance. Note that some documents are already on file at EED and will not need to be submitted again. In other cases, you will need to submit copies of documents to EED along with this District Response Form.* | | | | | | | |

# ASSURANCES, GENERAL PROVISIONS, AND PRIVATE SCHOOLS

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| **Program Requirements:** | **District Response** |
| **GP 1.** Verifies that the district has provided assurances for all of the following programs for which it has received funding or is required to comply:  Title IX for all programs and uniform provisions (required for all districts)  Title I-A, Basic  Title I-C, Migrant  Title I-D, Neglected & Delinquent  Title II-A, Teacher and Principal Training  Title III-A, English Language Acquisition  Title X-C, Homeless Education (required for all districts)  Certifications regarding lobbying, other matters, and drug-free workplace (required for all districts)  **Statutes/Regulations Reference:** 1112(c)(1)  **Sample Sources of Evidence:**   * Copies of signed assurances ESEA Assurances & Certifications Packet as uploaded on GMS |  |

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| **Program Requirements:** | **District Response** |
| **GP 2.** Verifies that the district provides equitable access to facilities for Boy Scouts and other youth groups, clubs, etc.  **Statutes/Regulations Reference:** 9525(b)  **Sample Sources of Evidence:**   * Copy of policies * Public notices * List of groups using facilities * Facilities schedule * Other |  |

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| **Program Requirements:** | **District Response** |
| **GP 3.** Verifies that:  upon request by military recruiters or an institution of higher education, the district provides access to secondary school students’ names, addresses, and telephone listings; and  parents were notified of their right to not have student’s information be released to military recruiters and/or institutions of higher education without prior written parental consent, and the district has complied with such requests.  **Statutes/Regulations Reference:** (9528)(a)  **Sample Sources of Evidence:**   * Copy of policies * Copy of letter to parents * School handbook * Other |  |

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| **Program Requirements:** | **District Response** |
| **GP 4.** Verifies that the district has a written procedure for reviewing and resolving complaints alleging violations of the law in administering any of the programs under ESEA.  **Statutes/Regulations Reference:** (9304)(a)(3)(l)  **Sample Sources of Evidence:**   * Copy of procedures * Other |  |

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| **Program Requirements:** | **District Response** |
| **GP 5.** Verifies that the district has consulted 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, teachers’ and parents’ needs will be identified; * what services will be offered, as well as how, where and by whom the services will be provided; * how the services will be academically assessed and how the results will be used to improve services; * size and scope of the equitable services to be provided to the eligible private school children and teachers and the proportion of funds allocated; * method or sources of data used to determine the number of children from low-income families in participating Title I school attendance areas who attend private schools (I-A only); * how and when the district will make decisions about the delivery of services to such children, including a thorough consideration and analysis of views of private school officials on the provision of services through contracts with third-party providers; and * 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 an analysis of the reasons for not choosing to use a contractor for provision of services.   **Statutes/Regulations Reference:** 1120(b)(1-2) [I-A]; 9501(c) [I-C, II-A, III-A]  **Sample Sources of Evidence:**   * Written documentation of consultations * Evidence of communications with private school * Letters declining to participate * Other |  |

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| **Program Requirements:** | **District Response** |
| **GP 6.** Verifies that district has maintained a written affirmation signed by officials from each participating private school(s) that the required consultation has occurred or, if not signed by the private school official, documentation has been submitted to the state showing that the consultation has occurred.  **Statutes/Regulations Reference:** 1120(b)(4) [I-A]  **Sample Sources of Evidence:**   * Copy of written affirmation * Documentation submitted to EED * Other |  |

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| **Program Requirements:** | **District Response** |
| **GP 7.** Verifies that 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.  **Statutes/Regulations Reference:** 1120(a)(1& 3) [I-A]; 9501(a)(3) [I-C, II-A, III-A]  **Sample Sources of Evidence:**   * Plan of service to private school students or teachers * Budgets and receipts/payments * Other |  |

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| **Program Requirements:** | **District Response** |
| **GP 8.** Verifies that:  for Title I-A, expenditures for services to private school students are equal to the proportion of funds allocated to participating school attendance areas based on the number of children from low-income families who attend private schools; and  for all other Titles, expenditures for services to private school students and teachers shall be equal the expenditures for the public school program, taking into account the number and educational needs of the children to be served, (such as a per pupil amount based on relative enrollment of students in public and private schools, after subtracting funds used for administration and, for Title II-A, funds used for class size reduction).  **Statutes/Regulations Reference:** 1120(a)(4) [I-A]; 9501(a)(4) [I-C, II-A, III-A]; 9501(b)(3) [II-A]  **Sample Sources of Evidence:**   * Budgets and reimbursements * Other |  |

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| **Program Requirements:** | **District Response** |
| **GP 9.** Verifies that educational services or other benefits to private school students, teachers and parents are secular, neutral and non-ideological.  **Statutes/Regulations Reference:** 1120(a)(2) [I-A]; 9501(a)(2) [I-C, II-A, III-A]  **Sample Sources of Evidence:**   * Documentation of services * Other |  |

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| **Program Requirements:** | **District Response** |
| **GP 10.** Verifies that the public school district controls the funds, and title to materials, equipment, and property purchased with such funds, and administers the funds, materials, equipment and property for services to private school children, teachers, and parents.  **Statutes/Regulations Reference:** 1120(d)(1) [I-A]; 9501(d)(1) [I-C, II-A, III-A]  **Sample Sources of Evidence:**   * Budgets and expenditures * Other |  |

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| **Program Requirements:** | **District Response** |
| **GP 11.** Verifies that the district provides services to private school children, teachers, and parents 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.  **Statutes/Regulations Reference:** 1120(d)(2)(A-B) [I-A]; 9501(a)(5) & 9501(d)(2) [I-C, II-A, III-A]  **Sample Sources of Evidence:**   * Staffing * Contracts for services * Other |  |

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# PLANNING AND IMPLEMENTATION

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| **Program Requirements:** | **District Response** |
| **I-A 1.** Verifies that the district has:  worked in consultation with schools in developing and implementing targeted assistance and/or schoolwide plans to support academic achievement and graduation for all students, in developing and implementing plans for parent involvement and for teacher and paraprofessional quality, and in developing or identifying high-quality, effective curricula and instructional programs; and  notified schools with at least 40 percent poverty and parents of children in those schools of the option to operate a schoolwide program and to consolidate funds from federal, state, and local sources (at least once within the last three years).  **Statutes/Regulations Reference:** 1112(c)(1)(A, B, C, F, H, O)  **Sample Sources of Evidence:**   * Meeting agendas or minutes * Letters to Principals * ESEA application * Research or written documentation * Other |  |

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| **Program Requirements:** | **District Response** |
| **I-A 2.** Verifies that teachers, principals, administrators, other appropriate school personnel, and parents of Title I students were involved in the development of the district’s plan (ESEA consolidated application).  **Statutes/Regulations Reference:** 1112(d)(1)  **Sample Sources of Evidence:**   * District planning team in GMS * Meeting agendas * Sign-in sheets * Other |  |

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| **Program Requirements:** | **District Response** |
| **I-A 3.** Verifies that a single source of data was used to determine poverty levels in all public schools.  **Statutes/Regulations Reference:** 1113(a)(5)  **Sample Sources of Evidence:**   * Source documents for poverty data * Other |  |

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| **Program Requirements:** | **District Response** |
| **I-A 4.** Verifies that Title I funds were distributed to eligible school sites appropriately according to ranking and serving requirements of section 1113(b) & 1113(c) (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).  **Statutes/Regulations Reference:** 1113(c)(1-2); 1113(b); 1113(a)(6)  **Sample Sources of Evidence:**   * Review of site budgets * Title I site eligibility form in GMS * Other |  |

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| **Program Requirements:** | **District Response** |
| **I-A 5.** Verifies, for any school that was eligible for Title I-A funding based on a higher poverty rate than Title I served schools but was excluded from Title I-A funding, that:  the school meets the comparability requirements (section 1120A(c));  the school is receiving supplemental funds from other state or local sources that are spent according to the requirements of Section 1114 (schoolwide programs) or Section 1115 (targeted assistance programs); and  the funds expended from such other sources equal or exceed the amount that would be provided under this part.  **Statutes/Regulations Reference:** 1113(d)(i-iii)  **Sample Sources of Evidence:**   * Review of budgets and funding sources * Review of policies * Review of comparability documentation * Other |  |

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| **Program Requirements:** | **District Response** |
| **I-A 6.** Verifies that the district has provided services through state and local funding to Title I-A schools that are comparable to services in non-Title I-A schools by records documenting compliance as submitted to the department. In the case of a district with all Title I schools, the district has shown that those schools are comparable to each other.  **Statutes/Regulations Reference:** 1120A(c)(2 & 3)  **Sample Sources of Evidence:**   * Comparability report * Policies |  |

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| **Program Requirements:** | **District Response** |
| **I-A 7.** Verifies that funds were reserved and comparable services were provided to homeless or neglected/delinquent students in non-Title I schools, as applicable.  **Statutes/Regulations Reference:** 1113(c)(3)  **Sample Sources of Evidence:**   * Review of budgets * Title I set-aside page * Documentation of services to students |  |

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| **Program Requirements:** | **District Response** |
| **I-A 8.** Verifies that the district:  reviews and revises policies and practices to ensure they do not act as barriers to enrolling homeless students (based on the McKinney-Vento definition in section 7525(2)), including public notices of rights, letters or other memoranda to assist enrollment, time-line waivers for producing medical, school and other records, waivers for uniform fees, and a dispute resolution procedure that provides for immediate enrollment of homeless students;  enrolls the homeless child 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;  homeless children or youth are provided comparable services to other students in the school, including transportation, educational services, programs for vocational & technical education, gifted and talented students, and nutrition programs; and  ensures that transportation to the school of origin is provided, if applicable.  **Statutes/Regulations Reference:** 722(g)(3-7)  **Sample Sources of Evidence:**   * Copy of policies * Transportation schedules * Other |  |

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| **Program Requirements:** | **District Response** |
| **I-A 9.** Verifies that the district has identified a homeless liaison and the liaison ensures that:  training is provided to staff to ensure that homeless children and youth are identified and have full and equal opportunity to succeed;  school enrollment is facilitated & unaccompanied youth are assisted with school placement decisions;  coordination with agencies so that homeless families, children and youth received services for which they were eligible;  parents or guardians of homeless children are informed of their rights and opportunities and public notice is provided of such;  enrollment disputes are mediated according to 722(g)(3)(E); and  parents are fully informed on transportation services and transportation to the school of origin is provided, if applicable.  **Statutes/Regulations Reference:** 722(g)(6)  **Sample Sources of Evidence:**   * Copy of policies * Transportation schedules * Training agendas, notes, sign-in sheets * Posters in school * Other |  |

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| **Program Requirements:** | **District Response** |
| **I-A 10.** Verifies the district has a procedure in place for:  identifying limited English proficient (LEP) students,  providing support to LEP students in attaining English language proficiency and in support for meeting academic standards,  annually assessing each LEP student’s oral language, reading and writing skills using the state-approved English language proficiency assessment,  ensuring that each LEP student in grades 3-10 participates in the standards based assessments as required, and  providing information to parents of LEP 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.  **Statutes/Regulations Reference:** 1111(b)(3) & (7) & Equal Educational Opportunities Act (EEOA), 20 U.S.C. Section 1703 (f) (1974)  **Source of Evidence**   * District policies & procedures * ESEA application & data pages * Test schedule * Plan of service for LEP students |  |

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| **Program Requirements:** | **District Response** |
| **I-A 11.** Verifies that the LEA has annually reviewed the progress of each school by:  conducting an annual review of the state academic assessments and other indicators to review the progress of each school to determine whether the school is meeting the Annual Measurable Objective and graduation rate targets;  reviewing any local academic assessments and other academic indicators at the agency’s discretion; and  reviewing the effectiveness of parent involvement, professional development and other activities conducted at the school sites.  **Statutes/Regulations Reference:** 1116(a)(1)(A-D)  **Sample Sources of Evidence:**   * Meeting notes or agendas * Policies * Results of reviews * Publicly reported information * Other |  |

**SCHOOLWIDE SCHOOLS**

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| **Program Requirements:** | **District Response** |
| **I-A 12.** Verifies that schoolwide sites have on file an approved schoolwide plan that:  was developed in consultation with parents, community members, 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 reviewed annually and revised as necessary;  describes (lists) financial resources from Title I and any other programs and sources used to implement the plan;  is available to the LEA, parents, and the public in an understandable and uniform format; and  was developed, if appropriate, in coordination with programs under Reading First, Early Reading First, Even Start, Carl Perkins, and the Head Start Act.  **Statutes/Regulations Reference:** 1114(b)(2)  **Sample Sources of Evidence:**   * Review of Schoolwide plan * Review cycle * Meeting minutes * Sign-in sheets * Other |  |

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| **Program Requirements:** | **District Response** |
| **I-A 13.** The approved schoolwide plan includes all of the following components:  Comprehensive needs assessment of entire school (including the needs of migratory children and all subgroups) based on information that includes student achievement levels in relation to state academic content and performance standards  Schoolwide reform strategies that use effective instructional methods based on scientific research to address the needs of all children, but particularly the needs of low-achieving children  Instruction by highly qualified staff  High-quality, ongoing professional development for teacher, principals, paraprofessionals and others as appropriate  Strategies for attracting high-quality, highly qualified teachers to high-need schools  Strategies to increase parent involvement  Plans for transitioning children from early childhood programs to elementary school programs  How teachers will be included in decision-making on the use of academic assessments to improve student achievement and overall academic program  Activities for the timely identification of and effective assistance to students who experience difficulty mastering proficient or advanced levels of academic achievement standards  Coordination and integration with other federal, state, and local agencies and programs  **Statutes/Regulations Reference:** 1114(b)(1)(A-J)  **Sample Sources of Evidence:**   * Review of Schoolwide plan * Other |  |

# TARGETED-ASSISTANCE SCHOOLS PLANNING AND IMPLEMENTATION

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| **Program Requirements:** | **District Response** |
| **I-A 14.** Verifies that:  targeted assistance sites have established and use multiple educationally related criteria to select students for Title I services (except that children from preschool through grade 2 shall be selected on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures); and  children who are homeless, neglected/delinquent, children with disabilities, migratory, limited English proficient children and children from Head Start, Even Start or Early Reading First programs are eligible for service from Title I-A on the same basis as other children.  **Statutes/Regulations Reference:** 1115(b)(1)(B) & (2)  **Sample Sources of Evidence:**   * Written criteria * Title I-A service plan * ESEA application * Written selection criteria * Student lists * Other |  |

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| **Program Requirements:** | **District Response** |
| **I-A 15.** Verifies that targeted assistance school programs:  use funds to help children meet state academic achievement standards;  incorporate planning for students served by Title I into existing school planning;  use effective methods and instructional strategies based on scientifically based research to improve core academic programs that:   * give primary consideration to providing extended learning time, such as extended school year, before- and after-school, and summer programs, * help provide an accelerated, high-quality curriculum, and * minimize removing children from the regular classroom during regular school hours for instruction;   coordinate with and support regular education program which may include services to assist preschool children in the transition to elementary school programs, if applicable;  provide instruction by highly qualified teachers;  provide professional development to teachers, principals, paraprofessionals, and other staff to meet the teacher and paraprofessional requirements (section 1119);  provide strategies to increase parental involvement such as family literacy services;  coordinate federal, state and local services and programs, including programs under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training; and  conduct ongoing review of student progress and revise services to meet the needs of students.  **Statutes/Regulations Reference:** 1115(c)(1)(A-H); 1115(c)(2)  **Sample Sources of Evidence:**   * Review site plan * Professional Development agendas * Meeting notes * Other |  |

# PARAPROFESSIONALS PLANNING AND IMPLEMENTATION

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| **Program Requirements:** | **District Response** |
| **I-A 16.** Verifies that all paraprofessionals working in a program supported with Title I, Part A funds have a high school diploma or its equivalent.  **Statutes/Regulations Reference:** 1119(f)  **Sample Sources of Evidence:**   * 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 * HS diploma or transcript * Other |  |

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| **Program Requirements:** | **District Response** |
| **I-A 17.** Verifies that all instructional paraprofessionals working in a Title I 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 * Passed the HELP or ParaPro assessment AND skills on the Paraprofessional Standards Checklist have been observed and verified   *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, [1119(e)] 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)].*  **Statutes/Regulations Reference:** 1119(c)(1)  **Sample Sources of Evidence:**   * AK Paraprofessional Qualifications forms & supporting documentation of degree, credits, or passing test score with completed checklist * Staff list showing qualifications, hire date, duty assignment and funding source * Personnel records * Other |  |

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| **Program Requirements:** | **District Response** |
| **I-A 18.** Verifies all instructional paraprofessionals working in a program supported with Title I, Part A funds are not assigned a duty inconsistent with this section. Instructional services must be performed under the direct supervision of a teacher. Paraprofessional duties may include:   * One-on-one tutoring for eligible students at a time the student would not otherwise be receiving instruction from a teacher * Assisting with classroom management such as organizing instructional and other materials * Providing assistance in a computer lab * Conducting parent involvement activities * Providing support in a library or media center * Acting as a translator * Limited other duties assigned to similar non-Title I-A personnel that are beyond classroom instruction or do not benefit Title I students, so long as the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school   **Statutes/Regulations Reference:** 1119(g)(1-3)  **Sample Sources of Evidence:**   * Lists of students served by paraprofessionals * Staff schedules & duty assignments * Other |  |

# PARENT NOTIFICATION AND INVOLVEMENT PLANNING AND IMPLEMENTATION

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| **Program Requirements:** | **District Response** |
| **I-A 19.** Verifies that parents of all children attending Title I 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 teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;  whether the teacher is teaching under emergency or other status through which state qualifications or licensing criteria have been waived;  the baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree; and  whether the child is provided services by paraprofessionals, and, if so, their qualifications.  **Statutes/Regulations Reference:** 1111(h)(6)(A)  **Source of Evidence**   * Letter to parents * Newsletters, handouts, posters * District or School Report Card * Other |  |

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| **Program Requirements:** | **District Response** |
| **I-A 20.** Verifies that the district has provided to each parent of all children attending Title I schools timely notice that the parent’s child has been assigned a teacher who is not highly qualified, or has been taught for 4 or more consecutive weeks by a teacher who is not highly qualified.  **Statutes/Regulations Reference:** 1111(h)(6)(B)  **Source of Evidence**   * Letter to parents * Other |  |

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| **Program Requirements:** | **District Response** |
| **I-A 21.** Verifies that the district has provided to each parent of all children attending Title I schools information on the level of achievement of the parent’s child in each of the state academic assessments; and that assessment results are given to parents as soon as possible in an understandable format.  **Statutes/Regulations Reference:** 1111(h)(6)(B); 1112(c)(1)(N)  **Sample Sources of Evidence:**   * Letters to parents * Student assessment reports * Other |  |

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| **Program Requirements:** | **District Response** |
| **I-A 22. Not applicable if the district receives Title III-A funds; see Title III-A #7.**  ***Only applicable if Title I funds are used for language instructional education programs***  Verifies that parents of LEP students have been notified within 30 days of the start of school, 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 IEP of a child with a disability  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  **Statutes/Regulations Reference:** 1112(g)(1)(A)(i-viii)  **Sample Sources of Evidence:**   * Letters to parents * Written guidance * Other |  |

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| **Program Requirements:** | **District Response** |
| **I-A 23. Not applicable if the district receives Title III-A funds; see Title III-A #8.**  ***Only applicable if Title I funds are used for language instructional education programs***  Verifies that the district has implemented an effective means of outreach to parents of limited English proficient students to inform the parents how they can be involved in the education of their children, and be active participants in assisting their children to attain English proficiency, and meet state academic achievement standards, including holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted by Title I-A.  **Statutes/Regulations Reference:** 1112(g)(4)  **Sample Sources of Evidence:**   * Copies of parent letter * Description of parent outreach program * Other |  |

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| **Program Requirements:** | **District Response** |
| **I-A 24.** Verifies that the district has a Title I parent involvement policy that was jointly written with parents, disseminated to parents, and incorporated in the district’s ESEA plan under section 1112.  **Statutes/Regulations Reference:** 1118(a)(2)  **Sample Sources of Evidence:**   * Copy of policy * Meeting minutes * Participant lists * Letters to parents * Review of district plan * Other |  |

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| **Program Requirements:** | **District Response** |
| **I-A 25.** Verifies that the district Title I parent involvement policy describes the following:  How parents are involved in the development of the district ESEA plan and school review and improvement  The coordination, technical assistance and support provided by the district to assist Title I schools in planning and implementing effective parent involvement activities to improve student achievement and school performance  How the district builds the schools’ and parents’ capacity for strong parent involvement  How parent involvement activities will be coordinated with other programs such as Head Start, and other programs, as applicable  How the district will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parent involvement policy, strategies and activities in improving academic quality of Title I schools, identifying barriers to greater participation by all parents (with particular attention to parents of students in subgroups), and using the results to design strategies for more effective parent involvement and revise, if necessary, the parent involvement policy  Involvement of parents in activities of Title I schools  **Statutes/Regulations Reference:** 1118(a)(2)(A-F)  **Sample Sources of Evidence:**   * Copy of policy * Other |  |

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| **Program Requirements:** | **District Response** |
| **I-A 26.** Verifies that if the district receives over $500,000 in Title I, Part A funds that 1% has been reserved specifically for parent involvement, 95% of which has been distributed to the schools for parent involvement activities and that parents of Title I students have been involved in decisions regarding how reserved funds are allotted.  **Statutes/Regulations Reference:** 1118(a)(3)(A-C)  **Sample Sources of Evidence:**   * District ESEA application and budgets * Site Plans & budgets * Expenditures * Participant lists * Other |  |

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| **Program Requirements:** | **District Response** |
| **I-A 27.** Verifies that each Title I school has a written parent involvement policy (or plan of activities) jointly developed with parents and distributed to parents of Title I students. Parents have been notified of the policy/plan in an understandable and uniform format, and to the extent practicable, provided in a language the parents can understand. The policy/plan has been made available to the local community and is updated periodically to meet the changing needs of parents and the school.  **Statutes/Regulations Reference:** 1118(b)(1)  **Sample Sources of Evidence:**   * Copy of school policy * Meeting minutes * Participant lists * Letters and other communications with parents * Other |  |

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| **Program Requirements:** | **District Response** |
| **I-A 28.** Verifies that:  an annual meeting has been held by each Title I school, at a convenient time to which all parents of Title I children have been invited and encouraged to attend to inform parents of the school’s participation in Title I, the requirements of Title I and their right as parents to be involved; and  parents are involved in the planning, review and improvement of Title I programs including the school parent involvement policy and, if applicable, schoolwide and school improvement plans.  **Statutes/Regulations Reference:** 1118(c)(1-3)  **Sample Sources of Evidence:**   * Notice to parents * Meeting minutes or agendas * Participant lists * Newsletters * Parent survey results * Other |  |

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| **Program Requirements:** | **District Response** |
| **I-A 29.** Verifies that parents of Title I students are provided:  timely information about the Title I programs;  description and explanation of the curriculum, assessments and proficiency levels students are expected to meet; and  if requested, opportunities for involvement in decision making about their child’s education.  **Statutes/Regulations Reference:** 1118(c)(4)  **Sample Sources of Evidence:**   * Meeting minutes or agendas * Communications with parents * Other |  |

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| **Program Requirements:** | **District Response** |
| **I-A 30.** Verifies that each Title I school has developed, in consultation with parents, a parent-school compact for shared responsibility for high student achievement that includes a description of:  the school’s responsibility to provide high quality curriculum in a supportive and effective learning environment that enables Title I children to meet academic achievement standards,  the parent responsibilities for supporting their children’s learning, such as monitoring attendance, homework completion, and television watching; 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  the ongoing communication between parents and teachers through, at a minimum, (A) at least annual parent-teacher conferences in elementary schools during which the compact shall be discussed, (B) frequent reports to parents on the child’s progress, and (C) reasonable access to staff, opportunities to volunteer and participate in the child’s class, and observation of classroom activities.  **Statutes/Regulations Reference:** 1118(d)(1-2)  **Sample Sources of Evidence:**   * Meeting minutes * Participant lists * Copies of school compacts * Other |  |

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| **Program Requirements:** | **District Response** |
| **I-A 31.** Verifies that each school and district has provided parent involvement capacity building opportunities that must include:  helping parents understand the state’s academic content and performance standards and assessments and how to monitor their child’s progress;  providing parents with materials and training on how to work with their children to improve their academic achievement;  educating teachers and other school staff on value of parents, how to reach out to, communicate with and work with parents, implement and coordinate programs and build ties between parents and schools;  coordinating and integrating with parent involvement programs under Head Start, and other programs (as applicable) to encourage full participation by parents in their child’s education, if appropriate; and  ensuring that information sent to parents is in a format and language the parents can understand.  **Schools and districts may provide other parent involvement opportunities that include:**   * involving parents in the development of training for teachers, principals and other educators; * providing necessary literacy training; * paying reasonable costs associated with parent involvement activities; * training parents to enhance the involvement of other parents; * arranging school meetings at a variety of times and places; * adopting and implementing model approaches to parent involvement; * establishing a district-wide parent advisory council to provide advice on parent involvement; and * developing appropriate roles for community-based organization and business in parent involvement.   **Statutes/Regulations Reference:** 1118(e)(1-14)  **Sample Sources of Evidence:**   * Meeting and activities notices * Training agendas * Participant lists * Other |  |

# REPORT CARD PLANNING AND IMPLEMENTATION

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| **Program Requirements:** | **District Response** |
| **I-A 32** The district has developed a district report card that includes the following items:  Information on whether the district or school is meeting its Annual Measurable Objective (AMO) targets  A comparison of academic achievement by subgroup with the state measurable objectives (state AMO targets for reading/language arts and math clearly indicated)  Student academic proficiency reported in all 4 proficiency levels for all students disaggregated by gender, race, ethnicity, disability status, migrant status, English Proficiency, and economically disadvantaged. (Proficiency information on all students assessed in reading, writing, math, and science tests, not just full academic year students. Reported for all subgroups except if subgroup has less than 5 students)  The percent of students not tested (or tested) by each subgroup  A comparison of the academic achievement of students in the district with students in the state as a whole  The most recent 2-year trend in student achievement in each subject area and grade level tested (all assessed students)  Graduation rates of secondary students, reported by subgroup  The number, names, and percent of schools identified as Priority, Focus or schools with ASPI ratings of 1- or 2-stars and how long the school has been identified  A comparison of the academic achievement of school improvement schools with the LEA and state as a whole (provided through individual school report cards)  Information on the professional qualifications of teachers including:   * number of teachers by highest degree; * percent of teachers with emergency credentials (none in Alaska); and * percent of classes not taught by highly qualified teachers in the aggregate and disaggregated by high and low poverty schools (top quartile and bottom quartile of poverty in the state)   The most recent NAEP state results for grades 4 and 8 in reading and math, as well as the participation rate for students with disabilities and LEP students  Number of recently arrived LEP students exempted from taking Reading/Language Arts Test  **Statutes/Regulations Reference:** 1111(h)(2)(B), 34 CFR 200.11, 200.6(b)(4)(C), ESEA Waiver and 4 AAC 06.895  **Sample Sources of Evidence:**   * District Report Card * District & School Single Site Report Card |  |

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| **Program Requirements:** | **District Response** | |
| **I-A 33** The district has developed a school report card(s) for all schools that include the following items:  Information on whether the school is meeting its Annual Measurable Objective (AMO) targets  A comparison of academic achievement by subgroup with the state measurable objectives (state AMO targets for reading/language arts and math clearly indicated)  Student academic proficiency reported in all 4 proficiency levels for all students disaggregated by gender, race, ethnicity, disability status, migrant status, English Proficiency, and economically disadvantaged. (Proficiency information on all students assessed in reading, writing, math, and science tests, not just full academic year students. Reported for all subgroups except if subgroup has less than 5 students)  The percent of students not tested (or tested) by each subgroup  A comparison of the academic achievement of students in the school with students in the district and with students in the state as a whole  The most recent 2-year trend in student achievement in each subject area and grade level tested (all assessed students)  Attendance rates reported for all students and by subgroups  Graduation rates of secondary students, reported by subgroup  Information on the professional qualifications of teachers including:   * Number of teachers by highest degree * Percent of teachers with emergency credentials (none in Alaska) * Percent of classes not taught by highly qualified teachers in the aggregate   **Statutes/Regulations Reference:** 1111(h)(2)(B), 34 CER 200.11  **Sample Sources of Evidence:**   * School Report Card(s) * District & School Single Site Report Card |  |

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| **Program Requirements:** | | **District Response** | |
| **I-A 34.** Verifies that the district and school report cards have been publicly disseminated to all schools in the LEA 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.  **Statutes/Regulations Reference:** 1111(h)(2)(E)  **Sample Sources of Evidence:**   * Letters/newsletters to schools/parents with link/how to access report card online or from school * Web sites * Newspaper article/ad * School board presentation * Other |  | |

# PRESCHOOL COORDINATION PLANNING AND IMPLEMENTATION

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| **Program Requirements:** | **District Response** |
| **I-A 35.** Verifies that, if the district uses Title I-A funds to provide preschool services to low-income students, that those services comply with the performance standards established under Section 641A(a) of the Head Start Act (unless those programs use the Even Start Model (1112(c)(3)).  **Statutes/Regulations Reference:** 1112(c)(1)(G)  **Sample Sources of Evidence:**   * Performance standards * Memos or policies * Other |  |

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| **Program Requirements:** | **District Response** |
| **I-A 36.** Verifies that district coordinates with Head Start and, if feasible, other early childhood development programs to do the following:   * Develop and implement a systematic procedure for receiving records transferred from the Head Start or other agency with parent consent * Establish channels of communication between the district staff and Head Start or other agencies to facilitate program coordination * Conduct meetings involving parents, kindergarten or elementary school teachers and Head Start teachers and teachers from other early childhood development agencies to discuss developmental and other needs of individual children * Organize and participating in joint transition related training of staff * Link educational services provided by the school district and the Head Start or other agencies   **Statutes/Regulations Reference:** 1120(B)(b)(1-5)  **Sample Sources of Evidence:**   * Meeting minutes * Participant lists * Other |  |

# SCHOOL IMPROVEMENT

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| **Program Requirements:** | **District Response** |
| **I-A 37.** Verifies that:  each school with an ASPI rating of 1, 2, or 3-stars developed or revised and implemented a school improvement plan in consultation with parents, school staff, the district, and outside experts (if applicable) by November 1 of each school year,  the plans for the 1- and 2-star schools were submitted to the department, and  the plans for the 3-star schools were submitted to the district.  **Statutes/Regulations Reference:** ESEA Flexibility Waiver and 4 AAC 06.845  **Sample Sources of Evidence:**   * Meeting minutes * Participant lists * School Improvement Plans * Other |  |

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| **Program Requirements:** | **District Response** |
| **I-A 38.** Verifies that the school improvement plans for 1, 2, and 3-star schools are prepared through the online school improvement program selected by the department (or alternative planning process approved by the department) that address each of the following domains of successful schools:  Curriculum  Assessment policy and practice  Instruction  School learning environment  Professional development policy and practice  Leadership  **Statutes/Regulations Reference:** ESEA Flexibility Waiver and 4 AAC 06.845  **Sample Sources of Evidence:**   * School Improvement Plans * Other |  |

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| **Program Requirements:** | **District Response** |
| **I-A 39.** Verifies that each school with an ASPI rating of 4 or 5 stars developed or revised and implemented a school improvement plan in consultation with parents, school staff, the district, and outside experts (if applicable) by November 1 of each school year and submitted those plans to the district if the school:   * for two consecutive years, failed to meet its annual measurable objective (AMO targets) for the school as a whole or for any subgroup at the school, * for two consecutive years, enrolls students in grade 12, and experienced a decline in the school’s graduation rate for the school as a whole or for any subgroup at the school, or * has a participation rate of less than 95 percent.   **Statutes/Regulations Reference:** ESEA Flexibility Waiver and 4 AAC 06.845  **Sample Sources of Evidence:**   * School Improvement Plans * Other |  |

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| **Program Requirements:** | **District Response** |
| **I-A 40.** Verifies that the school improvement plans for 4 and 5-star schools are prepared in a format approved by the department that addresses the particular deficiencies identified in the school that determined the need for the school improvement plan.  **Statutes/Regulations Reference:** ESEA Flexibility Waiver and 4 AAC 06.845  **Sample Sources of Evidence:**   * School Improvement Plans * Other |  |

# PRIORITY AND FOCUS SCHOOLS PLANNING AND IMPLEMENTATION

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| **Program Requirements:** | **District Response** |
| **I-A 41.** Verifies that the district implements comprehensive turnaround principles at each priority school:  providing strong leadership at the school, including:   * Demonstrate to EED effectiveness of principal based on track record and increase in student achievement or seek a replacement with skills and abilities to lead school turnaround effort * Provide operational flexibility to principal in areas of scheduling, staff, curriculum & budget as applicable to improve achievement   adopting policies and taking actions to ensure all teachers at the school are effective   * Review effectiveness of all teachers and retain those demonstrated to be effective through evaluations and student learning data, seeking any needed replacements with ability to be successful in the turnaround effort * Preventing ineffective teachers from transferring to school * Provide job-embedded professional development informed by teacher evaluation system and tied to teacher and student needs   school calendar that maximizes time for learning that includes:   * A dedicated weekly meeting for teacher collaboration * 90 minutes core reading instruction daily (K-6) * An additional 30 minutes of daily reading interventions for students below grade level (K-6) * Structured daily reading interventions for 7-12 graders who are below grade level * 60 minutes of daily core math instruction for K-6 * Structured daily math interventions for 7-12 graders who are below grade level   strengthening the instructional program at the school, including   * Use of research-based instructional strategies curriculum materials aligned with state academic content standards * Implementation of reading curriculum that addresses essential elements of reading * Reading and math support programs for students behind grade level   using data to inform instruction, including   * A universal screener is administered 3 times per year to all students in K-8 * benchmarking and diagnostic assessment data is analyzed and used to design appropriate interventions for identified students   establishing a school environment that includes:   * Improve safety & discipline, implementing schoolwide behavior plan * Address students’ social, emotional and health needs   providing for family and community engagement, including:   * Ongoing mechanisms to reflect cultural values and to increase parent & community engagement in the school and in supporting student learning at home   **Statutes/Regulations Reference:** ESEA Flexibility Waiver and 4 AAC 06.864  **Sample Sources of Evidence:**   * School Improvement Plan * School schedules * Teacher and pupil effectiveness information * Evidence of improvement in achievement or other data * Other |  |

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| **Program Requirements:** | **District Response** |
| **I-A 42.** Verifies that the district implemented interventions in the school improvement plan at each focus school that:  consider each of the comprehensive turnaround principles (as applicable),  are targeted at a subgroup in the school that is performing below grade level (if applicable), and  are targeted to address the needs identified through the data analysis and the needs assessment.  **Statutes/Regulations Reference:** ESEA Flexibility Waiver and 4 AAC 06.864  **Sample Sources of Evidence:**   * School Improvement Plan * Evidence of improvement in achievement or other data * Other |  |

# DISTRICT SUPPORT OF SCHOOLS PLANNING AND IMPLEMENTATION

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| **Program Requirements:** | **District Response** |
| **I-A 43.** Verifies that the district provided the school level data from the state to the schools for review and that, if applicable, the district provided additional information to the state within 10 days to support the school’s Alaska School Performance Indicator (ASPI) star rating before a final designation was made.  **Statutes/Regulations Reference:** ESEA Flexibility Waiver and 4 AAC 06.835(b) & 06.875  **Sample Sources of Evidence:**   * Communications with school sites * Communications with EED * Other |  |

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| **Program Requirements:** | **District Response** |
| **I-A 44.** Verifies that the district has provided technical assistance to each 1-, 2-, or 3-star school as the school develops and implements its improvement plan and throughout the plan’s duration.  The district has provided technical assistance and support to the schools either directly or through the department; an institution of higher education; or a private not-for-profit organization, a private for-profit organization, an educational service agency, or another entity with experience in helping schools improve academic achievement.  The technical assistance must be based on research and include assistance in:  analyzing data from the state assessments, and other examples of student work, to identify and develop solutions to problems in   * instruction; * implementing the requirements for parental involvement and professional development; and * implementing the school improvement plan, including district-level and school-level responsibilities under the plan;   identifying and implementing professional development and instructional strategies and methods that have proved effective, through research, in addressing the specific instructional issues that caused the school to receive a star rating of one, two, or three stars; and  analyzing and revising the school's budget so that the school allocates its resources more effectively to the activities most likely to increase student academic achievement.  **Statutes/Regulations Reference:** ESEA Flexibility Waiver and 4 AAC 06.852  **Sample Sources of Evidence:**   * School Improvement Plan * Professional contracts * Training agendas, notes, participants lists * Budgets/expenses * Other |  |

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| **Program Requirements:** | **District Response** |
| **I-A 45.** Verifies that parents of students in all schools with a 1- or 2-star ASPI rating were notified promptly of the designation and directly through mail, electronic mail, or other means of direct notification to parents. Notification includes:  an explanation of what the designation means, and how the school compares in terms of academic achievement to other elementary and secondary schools served by the district and the state;  the reasons for the designation; and  an explanation of how parents can become involved in addressing the academic issues that led to the designation.  **Statutes/Regulations Reference:** ESEA Flexibility Waiver and 4 AAC 06.880  **Sample Sources of Evidence:**   * Letters to parents * Parent meeting minutes * District or School Report Card * Other |  |

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| **Program Requirements:** | **District Response** |
| **I-A 46.**  Verifies that information has been published and disseminated to parents and the public regarding any action taken by a school and the district to address the problems that led to designation of the school as a one- or two-star school or priority or focus school including  an explanation of what the school is doing to address the problem of low achievement;  an explanation of what the district or department is doing to help the school address the problem of low achievement;  if applicable, a description of specific interventions being undertaken by the district in a Priority or Focus school; and  dissemination of the information through such means as the Internet, publications, broadcasting, and notices from public agencies serving students and their families.  **Statutes/Regulations Reference:** ESEA Flexibility Waiver and 4 AAC 06.880  **Sample Sources of Evidence:**   * Communications with school sites * Meeting minutes * Website publication * Letters/notices to parents * Other |  |

# DISTRICT IMPROVEMENT PLANNING AND IMPLEMENTATION

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| **Program Requirements:** | **District Response** |
| **I-A 47.** Verifies that a district that meets one or more of the following criteria has prepared an improvement plan using the online school improvement program selected by the department (or alternative planning process approved by the department) and submitted the plan to the department:   * at least 25 percent of the schools in the district are designated one- or two-star schools or at least 25 percent of the students in the district attend a school that is designated a one- or two-star school; * an instructional or desk audit at the district or schools in the district demonstrates significant deficiencies in the six domains of effective schools; or * an instructional or desk audit at the district shows that one or more subgroups in the district are not making progress toward the subgroup's annual measurable objective (AMO) targets.   **Statutes/Regulations Reference:** ESEA Flexibility Waiver and 4 AAC 06.850  **Sample Sources of Evidence:**   * Review of District Improvement Plan * Other |  |

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| **Program Requirements:** | **District Response** |
| **I-A 48.** Verifies that the district improvement plan for a Tier III district includes:  adoption and implementation of reading and mathematics programs that are aligned to the state content standards;  processes in place to facilitate teaching staff having collaborative discussions of individual student progress at least weekly; a superintendent of a tier III district shall verify that the collaborative meetings occurred;  regular use of assessments that provide feedback for adjustment of ongoing teaching and learning in order to improve achievement of intended instructional outcomes; and  school-level instructional management that provides professional development and technical assistance to staff and addresses instruction in the state content standards.  **Statutes/Regulations Reference:** 4 AAC 06.872  **Sample Sources of Evidence:**   * Review of District Improvement Plan * Plan approval letter * Other |  |

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| **Program Requirements:** | **District Response** |
| **I-A 49.** Verifies that the district improvement plan is being implemented as written and submitted or approved by the department.  **Statutes/Regulations Reference:** ESEA Flexibility Waiver and 4 AAC 06.850  **Sample Sources of Evidence:**   * Other |  |

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| **District:** |  |  | **District Contact:** |  |  | **Date:** |  |
| *Enter a concise explanation in the District Response column for each indicator and submit evidence and/or documentation to support compliance. Note that some documents are already on file at EED and will not need to be submitted again. In other cases, you will need to submit copies of documents to EED along with this District Response Form.* | | | | | | | |

**Title I, Part A – Highly Qualified Teachers**

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| **Program Requirements:** | **District Response** |
| **HQ 1.** Verifies that all teachers employed in the district teaching core content areas are highly qualified. In the case of a teacher hired to teach multiple core content subjects in grades 7-12 in a rural school, the teacher must be highly qualified in at least one content area upon hire and must be highly qualified in all content areas assigned within 3 years from the date of hire.  **Statutes/Regulations Reference:** 1119(a)  **Sample Sources of Evidence:**   * Staff list showing date of hire, HQ status, and funds supporting position * HQ verification forms & supporting documentation * Other |  |

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| **Program Requirements:** | **District Response** |
| **HQ 2.** Verifies that the district has processes in place for:  recruitment, hiring, and transfer of teachers that includes documentation of the highly qualified status prior to hire or transfer;  ensuring that all teachers teaching core content classes in the district are highly qualified; and  providing support as needed or applicable from such sources as Title II-A, Title I-A (up to 5% of the allocation for teachers in Title I schools), or other federal, state, or local sources as applicable to assist teachers in meeting highly qualified requirements.  **Statutes/Regulations Reference:** 1119(a)(3)  **Sample Sources of Evidence:**   * Copy of written plan * Individual HQ teacher plans * Hiring and transfer procedures * ESEA application and budgets * Other |  |

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| **Program Requirements:** | **District Response** |
| **HQ 3.** Verifies that the district:  maintains accurate documentation of highly qualified status of teachers, and  submits accurate data in a timely fashion to the department on the highly qualified status of teachers.  **Statutes/Regulations Reference:** 1119(l)  **Sample Sources of Evidence:**   * Certified Staff Accounting reports * Copies of teacher qualification documentation * Other |  |

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| **Program Requirements:** | **District Response** |
| **HQ 4.** Verifies that the district has ensured that low-income and minority students are not taught at higher rates than other students by unqualified, out-of-field or inexperienced teachers.  **Statutes/Regulations Reference:** 1112(c)(1)(L)  **Sample Sources of Evidence:**   * List of teachers assigned to schools showing years of experience * Documentation of incentive, recruitment, or professional development programs * District plan for equitable distribution * Certified Staff Accounting data * Other |  |

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| **District:** |  |  | **District Contact:** |  |  | **Date:** |  |
| *Enter a concise explanation in the District Response column for each indicator and submit evidence and/or documentation to support compliance. Note that some documents are already on file at EED and will not need to be submitted again. In other cases, you will need to submit copies of documents to EED along with this District Response Form.* | | | | | | | |

**Title I, Part C – Education of Migratory Students**

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| **Program Requirements:** | **District Response** |
| **I-C 1.** Verifies that the district has assisted the state in determining timely and accurate identification of eligible migrant children including:  developing a recruitment plan that includes recruitment efforts year round throughout the community;  establishing a quality control process for ensuring the correctness of the information used to determine each child’s eligibility under the MEP definitions including a process for resolving eligibility discrepancies;  hiring qualified staff and providing for annual training related to the state’s identification and recruitment procedures;  meeting all deadlines for the submission of records and data and adhering to the state’s established procedures for the identification and recruitment of migrant students; and  validating and verifying all information on the COE and entered into MIS2000.  **Statutes/Regulations Reference:** 1304(c)(7), 1308(b)(2)(A), 200.89(c), 200.89(d)  **Sample Sources of Evidence:**   * Recruitment plan * Quality control plan * Training provided to staff * Other |  |

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| **Program Requirements:** | **District Response** |
| **I-C 2.** Verifies that the district has conducted a local needs assessment that:  is aligned with the state Comprehensive Needs Assessment, including the following goal areas:   * Academic support in reading and mathematics * High school graduation * School readiness * Support services   has identified the unique educational needs of migrant students 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.  **Statutes/Regulations Reference:** 1306(a)(1), 200.83(a)  **Sample Sources of Evidence:**   * Needs assessment * ESEA application * Parent & staff surveys * Migrant student data * Other |  |

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| **Program Requirements:** | **District Response** |
| **I-C 3.** Verifies that the district has developed a local service delivery plan for migrant students that:   * addresses the unique educational needs of migrant students 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 migrant students 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; and * aligns with the State Service Delivery Plan which includes 4 goal areas for service:   + - Academic support in English/language arts and math     - High school graduation     - School readiness     - Support services   **Statutes/Regulations Reference:** 1306(a)(1), 200.83(a), 200.83(c)  **Sample Sources of Evidence:**   * Service delivery plan * ESEA application * Needs assessment * Staff schedules & assignments * Other |  |

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| **Program Requirements:** | **District Response** |
| **I-C 4.** Verifies that the district:  has consulted with parent advisory councils in the planning and operation of migrant programs and projects on topics such as:   * Design and implementation of the MEP service delivery plan and current district Title I-C application * Existing federal MEP law and regulations * Migrant student data and other data showing progress on meeting the performance targets and measurable program outcomes   has provided information to parents about the migrant program services received by their students; and  has implemented strategies to increase the engagement of migrant parents in supporting their child’s education and opportunities for involvement in decision making about their child’s education.  **Statutes/Regulations Reference:** 1304(c)(3)  **Sample Sources of Evidence:**   * Meeting notices, minutes, sign-in sheets * Communications for parents * Parent activities * Other |  |

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| **Program Requirements:** | **District Response** |
| **I-C 5.** Verifies that 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 secondary school students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation.  **Statutes/Regulations Reference:** 1304(e)  **Sample Sources of Evidence:**   * Selection criteria * Service delivery plan * Other |  |

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| **Program Requirements:** | **District Response** |
| **I-C 6.** Verifies that in planning and carrying out programs funded with I-C funds, there has been, and will be, adequate provision for addressing the unmet needs of preschool migratory children.  **Statutes/Regulations Reference:** 1304(c)(4)  **Sample Sources of Evidence:**   * Service delivery plan * Needs assessment * Other |  |

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| **Program Requirements:** | **District Response** |
| **I-C 7.** Verifies that in providing services with migrant funds, priority for service is given to PFS migrant children who are failing or most at risk of failing to meet the state’s content and performance standards and whose education has been interrupted during the regular school year according to the state’s definition for priority for service.  **Statutes/Regulations Reference:** 1304(d)  **Sample Sources of Evidence:**   * Selection criteria * Service delivery plan * Assessment results * Other |  |

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| **Program Requirements:** | **District Response** |
| **I-C 8.** Verifies that I-C funds:  must first be used to meet the identified needs of migratory children that result from their migratory lifestyle and to permit these children to participate effectively in school;  are used for services to migrant children;  will be used only for programs and projects, including acquisition of equipment, in accordance with the state comprehensive needs assessment and service delivery plan;  are coordinated with similar programs and projects within the state and other states and with other federal, state and local programs as applicable; and  supplement the funds that would, in the absence of such federal funds, be made available from non-federal sources for the education of pupils participating in programs assisted under this part, and not to supplant such funds.  **Statutes/Regulations Reference:** 1304(c)(1)(A-B), 1304(c)(2), 1120A(b), 1306(b)(1)  **Sample Sources of Evidence:**   * Service delivery plan * Needs assessment * ESEA application * Other |  |

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| **Program Requirements:** | **District Response** |
| **I-C 9.** Verifies that, to the extent feasible, migrant programs and projects provide for:   * advocacy and outreach activities for migrant children and their families including helping them to gain access to other education, health, nutrition and social services; * professional development programs, including mentoring, for teachers and other program personnel; * family literacy programs, including such programs that use models developed under Even Start; * integration of information technology into educational and related programs; and * programs to facilitate transition of secondary school students to postsecondary education or employment.   **Statutes/Regulations Reference:** 1304(c)(1)(A-B), 1304(c)(2), 1120A(b), 1306(b)(1)  **Sample Sources of Evidence:**   * Service delivery plan * Professional development plans, agendas, and minutes * ESEA application * Participant lists * Other |  |

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| **Program Requirements:** | **District Response** |
| **I-C 10.** Verifies that the district promotes interstate and intrastate coordination of services for migrant students 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);  establishing a procedure to coordinate services and records transfers with surrounding districts or districts that MEP students move to/from; and  meeting all deadlines for the submission of student records and data in MIS2000.  **Statutes/Regulations Reference:** 1304(b)(3), 200.83(c)  **Sample Sources of Evidence:**   * Student records transfer forms and procedures * Service delivery plan * Other |  |

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| **Program Requirements:** | **District Response** |
| **I-C 11.** Verifies that the district has implemented written procedures for:   * maintaining accurate migrant student data records in MIS2000 with all required data elements; * resolving data discrepancies; * sending and receiving migrant student records; * validating and verifying all information on COEs and migrant student records; * entering information into MIS2000 in a timely manner; and * validating and verifying all information reported to EED.   **Statutes/Regulations Reference:** 1308(b)(2)(A) , 200.89(d)  **Sample Sources of Evidence:**   * Quality control plan * Student records transfer request forms * Service delivery plan * Other |  |

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| **Program Requirements:** | **District Response** |
| **I-C 12.** Verifies that the district measures the effectiveness of migrant 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. Verifies that the district uses the results of the evaluation to improve the services to migratory children.  **Statutes/Regulations Reference:** 1304(c)(5), 200.85  **Sample Sources of Evidence:**   * Assessment results * Service delivery plan * Meeting minutes * Other |  |

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| **Program Requirements:** | **District Response** |
| **I-C 13.** Verifies that a school that receives I-C funds that consolidates all or part of those funds into a Title I 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 migrant students as specified in the “Guidance to Consolidate Title I-C Funds into a Schoolwide Program” prior to consolidating funds in the schoolwide plan; and  the schoolwide plan addresses the needs of migrant students and indicates the amount of I-C funding consolidated in the schoolwide plan.  **Statutes/Regulations Reference:** 1306(b)(4)  **Sample Sources of Evidence:**   * Schoolwide plan * Service delivery plan * Needs assessment * Parent consultation meeting notes * Other |  |

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| **District:** |  |  | **District Contact:** |  |  | **Date:** |  |
| *Enter a concise explanation in the District Response column for each indicator and submit evidence and/or documentation to support compliance. Note that some documents are already on file at EED and will not need to be submitted again. In other cases, you will need to submit copies of documents to EED along with this District Response Form.* | | | | | | | |

**TITLE I, PART D – NEGLECTED OR DELINQUENT CHILDREN & YOUTH**

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| **Program Requirements:** | **District Response** |
| **I-D 1.** Verifies that the district has implemented the activities and programs approved in their application that:  meet the goals and objectives of the State plan;  assess the educational needs of the incarcerated youth with the state academic assessments;  give priority to children and youth in correctional institutions who are likely to complete incarceration within a 2-year period;  include a designated individual in each affected correctional facility or institution to be responsible for issues relating to the transition of children and youth from the facility to locally operated programs;  include appropriate professional development for teachers and staff; and  provides appropriate transition assistance to help the child or youth stay in school, including where feasible:   * Coordination of services for the family * Counseling * Assistance in accessing drug and alcohol abuse prevention programs * Tutoring * Family counseling   **Statutes/Regulations Reference:** 1414(c)(1,2,4,10,11), 1418, 1424, 1425(3)  **Sample Sources of Evidence:**   * Data analysis * Documentation submitted to EED * Student records/IEPs * Completion/Transition records |  |

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| **Program Requirements:** | **District Response** |
| **I-D 2.** Verifies that the district’s N&D formula program under subpart 1, or the facility project funded under subpart 2:  involves parents, where feasible, to improve the educational achievement and prevent the delinquency of their children, and youth;  ensures, where feasible, that educational programs in the correctional facility are coordinated with the student’s home school to ensure that student assessments and appropriate academic records are shared, 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 if the child is in need of special education services;  provides support programs that encourage children and youth who have dropped out of school to reenter school once their term at the correctional facility has been completed, or provides such youth with the skills necessary to gain employment or seek a secondary school diploma or its recognized equivalent; and  works with local businesses to develop training, mentoring, and work-related programs for youth and children, if appropriate.  **Statutes/Regulations Reference:** 1414(c)(9,12,14,15,16), 1425(1,2,4,8,11)  **Sample Sources of Evidence:**   * Meeting sign-up sheets, minutes etc. * LEA/Correctional facility policies/MOAs * Information/training packets * Individual transitional/education plans |  |

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| **Program Requirements:** | **District Response** |
| **I-D 3.** Verifies that the district consults with experts and provides the necessary training to ensure that the planning and operation of institution-wide projects are of high quality and that teachers meet the ESEA Highly Qualified requirements, if applicable, and other qualified staff who are trained to work with children and youth with disabilities take into consideration the unique needs of such children and youth.  **Statutes/Regulations Reference:** Title I, Part A 1119(a)(1,3), Part D 1425(5), 1414(c)(5,17)  **Sample Sources of Evidence:**   * Professional Development plan/schedule * Signup sheets * Personnel files * Training materials * Job description & minimum qualifications |  |

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| **Program Requirements:** | **District Response** |
| **I-D 4.** Verifies that educational programs in the correctional facility are related to assisting students to meet state high academic achievement standards, and that students have the same opportunities to achieve as they would in local schools.  **Statutes/Regulations Reference:** 1414(a)(1)(B), 1414(c)(4), 1425(6)  **Sample Sources of Evidence:**   * Lesson plans * SBA test scores * Data analysis results |  |

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| **Program Requirements:** | **District Response** |
| **I-D 5.** Verifies that 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 and vocational and technical education programs, dropout prevention programs, and special education programs.  **Statutes/Regulations Reference:** 1425(9), 1414(c)(8)  **Sample Sources of Evidence:**   * Program budgets * Grants * Other |  |

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| **Program Requirements:** | **District Response** |
| **I-D 6.** Verifies that the district coordinates programs operated under this subpart with activities funded under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, including data showing it has maintained fiscal effort, if applicable.  **Statutes/Regulations Reference:** 1425(10), 1414(c)(7)(19)  **Sample Sources of Evidence:**   * MOAs * Documentation submitted to EED * Grant applications |  |

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| **Program Requirements:** | **District Response** |
| **I-D 7.** Verifies that the district uses Title I, Part D, funds, as applicable:  Transition of students from correctional facilities to the school environment in order to complete their education  Dropout prevention programs  Coordination of health and social services  Programs to meet the academic needs of participants  Assistance in securing student loans or grants for postsecondary education  Mentoring and peer mediation programs  **Statutes/Regulations Reference:** 1415, 1424  **Sample Sources of Evidence:**   * Budgets * Documentation submitted to EED * Other |  |

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| **Program Requirements:** | **District Response** |
| **I-D 8.** Verifies that the district evaluates the Neglected & Delinquent Program annually, disaggregating data by gender, race, ethnicity, and age, to determine its effectiveness on students and used to plan and improve the program in the following areas:  Educational achievement  Completion of secondary school requirements or equivalency  Accrual of credits toward promotion and graduation  Transition to a regular program or other education program  Participation in postsecondary education job training programs, as appropriate, or employment  **Statutes/Regulations Reference:** 1431(a), 1414(c)(6)  **Sample Sources of Evidence:**   * Data analysis * Documentation submitted to EED * Student records/IEPs * Completion/transition records |  |

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| **District:** |  |  | **District Contact:** |  |  | **Date:** |  |
| *Enter a concise explanation in the District Response column for each indicator and submit evidence and/or documentation to support compliance. Note that some documents are already on file at EED and will not need to be submitted again. In other cases, you will need to submit copies of documents to EED along with this District Response Form.* | | | | | | | |

**TITLE II, PART A – TEACHER AND PRINCIPAL TRAINING AND RECRUITMENT**

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| **Program Requirements:** | **District Response** |
| **II-A 1.** Verifies that the district:  conducted an assessment of local needs for professional development and for recruiting and retaining highly qualified principals and teachers as identified by the district and school staff; and  conducted the needs assessment with the involvement of teachers, including Title I-A teachers, and took into account the activities that needed to be conducted in order to give teachers the means, including subject matter knowledge and teaching skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet challenging state and local student academic achievement standards.  **Statutes/Regulations Reference:** 2122(c)(1-2)  **Sample Sources of Evidence:**   * Survey document & summary of responses * Dates of survey * Data analysis on student achievement * Minutes of meeting where results were shared * Data analysis on staff Professional Development & hiring needs * Other |  |

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| **Program Requirements:** | **District Response** |
| **II-A 2.** Verifies that activities funded by Title II-A:  are aligned with Alaska academic content and performance standards and state assessments, and are aligned with the curricula and programs tied to those standards; and  were based on research and an explanation of why the activities funded were expected to improve student achievement.  **Statutes/Regulations Reference:** 2122(b)(1)(A-B)  **Sample Sources of Evidence:**   * Documentation of research base and/or effect on improving student achievement * Professional development plan * Other |  |

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| **Program Requirements:** | **District Response** |
| **II-A 3.** Verifies how the Title II-A funded activities were planned or have had a substantial, measurable, and positive impact on student academic achievement and how the activities are used as part of a broader strategy to help eliminate the achievement gap that separates low-income and minority students from other students.  **Statutes/Regulations Reference:** 2122(b)(2)  **Sample Sources of Evidence:**   * Written documentation * Professional development plan * Student achievement results * Evaluation results * Other |  |

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| **Program Requirements:** | **District Response** |
| **II-A 4.** Verifies that funds have been targeted to schools that have:  the lowest proportion of highly qualified teachers,  the largest class size, or  are identified as low performing schools with 1- or 2-star ASPI ratings.  **Statutes/Regulations Reference:** 2122(b)(3), ESEA Flexibility Waiver  **Sample Sources of Evidence:**   * ESEA Application * Written documentation * Documentation indicating no need in one or more targeted areas * Other |  |

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| **Program Requirements:** | **District Response** |
| **II-A 5.** Verifies that professional development activities funded under Title II-A have been coordinated with other professional development activities provided through other federal, state, and local programs.  **Statutes/Regulations Reference:** 2122(b)(4)  **Sample Sources of Evidence:**   * Written documentation * In-service records * Budgets showing payments to trainers, staff, etc. * Professional development plan * Other |  |

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| **Program Requirements:** | **District Response** |
| **II-A 6.** Verifies how the Title II-A funded professional development activities (which may include teacher mentoring) are meeting the needs of teachers and principals that were identified in the needs assessment.  **Statutes/Regulations Reference:** 2122(b)(5)  **Sample Sources of Evidence:**   * Results of needs assessment * Teacher and principal evaluation of activities * Other |  |

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| **Program Requirements:** | **District Response** |
| **II-A 7.** Verifies that the professional development plan and II-A application was developed under collaboration with teachers, paraprofessionals, principals, other relevant school personnel, and parents.  **Statutes/Regulations Reference:** 2122(b)(7)  **Sample Sources of Evidence:**   * Written documentation * Professional development plan meeting notes * List of participants * Other |  |

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| **Program Requirements:** | **District Response** |
| **II-A 8.** Verifies that training was provided to enable all teachers to:  teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including gifted and talented), and students with limited English proficiency;  improve student behavior in classroom and identify early and appropriate interventions to help students described above learn;  involve parents in their child’s education; and  understand and use data and assessments to improve classroom practice and improve student learning.  **Statutes/Regulations Reference:** 2122(b)(9)  **Sample Sources of Evidence:**   * Professional development agendas * Professional development plan * Other |  |

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| **Program Requirements:** | **District Response** |
| **II-A 9.** Verifies that Title II-A funds were used to carry out one or more of the following allowable activities (check all that apply):  Recruiting and retaining highly qualified teachers and principals, e.g. through providing scholarships, bonuses, or other financial incentives for teachers in hard to fill positions. Funds may be used for pupil services personnel if the school is making progress toward meeting annual measurable objectives described in section 1119(a)(2), the requirement for highly qualified teachers on Title I  Recruiting professionals from other fields and providing them with alternative routes to certification, and providing increased opportunities for minorities, individuals with disabilities, and others underrepresented in teaching  Providing professional development activities that improve the knowledge of teachers, principals, and, where appropriate, paraprofessionals  Initiatives to promote retention of highly qualified teachers and principals  Activities to improve the quality of the teaching force, including innovative professional development programs  Professional development activities for principals and superintendents  Recruiting and hiring highly qualified teachers in order to reduce class size, especially in the early grades  Carrying out teacher advancement initiatives and pay differentiation  Carrying out programs and activities related to exemplary teachers  **Statutes/Regulations Reference:** 2123(a)(1-10)  **Sample Sources of Evidence:**   * Budgets * Professional development plans * In-service agendas * Other |  |

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| **District:** |  |  | **District Contact:** |  |  | **Date:** |  |
| *Enter a concise explanation in the District Response column for each indicator and submit evidence and/or documentation to support compliance. Note that some documents are already on file at EED and will not need to be submitted again. In other cases, you will need to submit copies of documents to EED along with this District Response Form.* | | | | | | | |

**TITLE III, PART A – ENGLISH LANGUAGE ACQUISITION**

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| **Program Requirements:** | **District Response** |
| **III-A 1.** Verifies that a current, approved Plan of Service for instructional programs for LEP students is in place and that teachers, researchers, school administrators and, if appropriate, education related community groups were involved in the development of the plan.  **Statutes/Regulations Reference:** 3116(b)(5)  **Sample Sources of Evidence:**   * Meeting minutes * Plan of service * Letters to parents & community groups * Participants lists * Other |  |

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| **Program Requirements:** | **District Response** |
| **III-A 2.** Verifies that the Title III-A Plan of Service and language instructional programs have been based on research on teaching LEP children and ensures that the programs will enable children to speak, read, write, and comprehend the English language and meet challenging state academic content and student academic achievement standards  **Statutes/Regulations Reference:** 3116(d)(3) & (4)  **Sample Sources of Evidence:**   * Plan of service * Research findings * Description of services * Other |  |

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| **Program Requirements:** | **District Response** |
| **III-A 3.** Verifies that the district provides language instruction programs linked to the state English language proficiency standards so that all LEP students can meet the annual measurable achievement objectives (section 3122) for making progress in learning English.  **Statutes/Regulations Reference:** 3116(b)(3)(A)  **Sample Sources of Evidence:**   * Plan of service * LEP Curriculum * Research findings * Description of services * Other |  |

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| **Program Requirements:** | **District Response** |
| **III-A 4.** Verifies that the district annually assesses each LEP student’s oral language, reading and writing skills using the state-approved English language proficiency assessment.  **Statutes/Regulations Reference:** 3116(d)(2)  **Sample Sources of Evidence:**   * Assessment results * Parent notifications about testing requirements * Data reported to state * Other |  |

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| **Program Requirements:** | **District Response** |
| **III-A 5.** Verifies the district has used 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 limited English proficient children and in no case to supplant such federal, state, and local funds.  **Statutes/Regulations Reference:** 3115(g)  **Sample Sources of Evidence:**   * Plan of service * Budgets/expenses * Documentation of services funded by all sources * Staffing list * Other |  |

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| **Program Requirements:** | **District Response** |
| **III-A 6.** Verifies that if a district that receives III-A funds has failed to make progress on the annual measurable achievement objectives of section 3122, the district has, not later than 30 days after being notified by the state that such failure occurred, informed parents of limited English proficient children identified for participation in the language instruction program, of failure to make progress (in an understandable and uniform format and, to the extent practicable, in a language the parent can understand).  **Statutes/Regulations Reference:** 3302(b & c)  **Sample Sources of Evidence:**   * Letters to parents * Other |  |

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| **Program Requirements:** | **District Response** |
| **III-A 7.** Verifies the district has annually informed parents of limited English proficient children identified for participation in a language instruction program, not later than 30 days after the school year, or within 2 weeks of placement in a program if the child is identified during the school year, of the following (in an understandable and uniform format and, to the extent practicable, in a language the parent can understand):  The reasons for the identification and need for placement  The child’s level of English proficiency, how it was assessed and the child’s level of academic achievement  The method of instruction used in their child’s program and the methods of instruction used in other available programs including how such programs differ  How the program selected will meet the education needs of the child  How the program will help their child learn English and meet age appropriate academic achievement standards for grade promotion and graduation  The specific exit requirements of the program; the expected rate of transition from the program into classrooms not tailored for LEP students, and the expected rate of graduation from secondary school for such program (if funds are used in secondary schools)  How the program meets the IEP objectives of a child with a disability  Information pertaining to parental rights including written guidance explaining the right to have their child removed from the program upon request, the options to decline enrollment or choose another program if available, and assisting parents in choosing from available programs  **Statutes/Regulations Reference:** 3302(a, c & d)  **Sample Sources of Evidence:**   * Letters to parents * Other |  |

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| **Program Requirements:** | **District Response** |
| **III-A 8.** Verifies that the district has implemented an effective means of outreach to parents of limited English proficient students to inform the parents how they can be involved in the education of their children, and be active participants in assisting their children to attain English proficiency, and meet state academic achievement standards, including holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of LEP students.  **Statutes/Regulations Reference:** 3302(e)(1-2)  **Sample Sources of Evidence:**   * Letters to parents * Parent activities * Other |  |

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| **Program Requirements:** | **District Response** |
| **III-A 9.** Verifies that the district does not admit or exclude any children from Title III-A programs based on a surname or language-minority status.  **Statutes/Regulations Reference:** 3302(f)  **Sample Sources of Evidence:**   * Written guidance * Samples of identification documents * Other |  |

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| **Program Requirements:** | **District Response** |
| **III-A 10.** Verifies that all teachers in any language instruction education program funded under Title III are fluent in English and any other language used for instruction, including having written and oral communication skills.  **Statutes/Regulations Reference:** 3116(c)  **Sample Sources of Evidence:**   * Job descriptions * Teacher credentials & transcript * District policy * Hiring procedures * Other |  |

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| **Program Requirements:** | **District Response** |
| **III-A 11.** Verifies the district has used Title III-A funds to increase the English proficiency of limited English proficient children by providing high-quality language instruction educational programs that are based on research demonstrating the effectiveness of the programs in increasing —   * English proficiency; and * student academic achievement in the core academic subjects.   **Statutes/Regulations Reference:** 3115(c)(1)  **Sample Sources of Evidence:**   * Plan of Service * ESEA application * Assessment results * Program evaluation on AMAOs * Budgets/expenses * Other |  |

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| **Program Requirements:** | **District Response** |
| **III-A 12.** Verifies the district has used III-A funds to provide high-quality professional development to teachers (including classroom teachers that are not teaching language instruction education programs) and educational personnel who are involved in the instruction of LEP students. Professional development shall be:   * designed to improve the instruction and assessment of limited English proficient children; * designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for LEP students; * based on scientifically based research demonstrating effectiveness of professional development in increasing children’s English proficiency or the subject matter knowledge, teaching knowledge and teaching skills of such teachers; and * of sufficient intensity and duration to have a positive and lasting impact on teachers’ performance.(not one day or short-term workshops and conferences unless they are one component of a professional development plan to meet the needs of the individual teacher).   **Statutes/Regulations Reference:** 3115(c)(2)  **Sample Sources of Evidence:**   * Needs assessment * Professional development plan * Syllabus * Enrollment list * Other |  |

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| **Program Requirements:** | **District Response** |
| **III-A 13.** Verifies that if the district has used III-A funds for additional activities other than those specified in 3115(c) (see questions III-A 11 & 12), then funds are used for one or more of the following authorized activities:   * Upgrading program objectives and effective instruction strategies * Identifying, acquiring, and upgrading curricula, instruction materials, educational software, and assessment procedures to improve instruction for LEP students * Providing tutorials, academic or vocational education, and intensified instruction for LEP children * Developing and implementing language instruction educational programs that are coordinated with other relevant programs and services * Improving the English proficiency and academic achievement of limited English proficient children * Providing community participation programs, family literacy services, and parent outreach and training activities to limited English proficient children and their families to improve the English language skills of limited English proficient children; and to assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children * Acquiring or developing of educational technology or instructional materials; access to, and participation in, electronic networks for materials, training, and communication; and incorporation of these resources into curricula and programs * Carrying out other activities that are consistent with the purposes of this section   **Statutes/Regulations Reference:** 3115(d)(1-8)  **Sample Sources of Evidence:**   * Budgets and reimbursement requests * Title III plan * ESEA application * Other |  |

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| **Program Requirements:** | **District Response** |
| **III-A 14.** Verifies that the district has established and follows a process by which it evaluates the effectiveness of the programs serving Limited English Proficient students for the purpose of improving programs and activities, and uses the results of the evaluation to modify programs to improve their effectiveness.  **Statutes/Regulations Reference:** 3121(b)  **Sample Sources of Evidence:**   * Evaluation documentation * Written process * Documentation of change to programs * Plan of Service * Other |  |

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| **Program Requirements:** | **District Response** |
| **III-A 15.** Verifies that if the district has failed to meet the Annual Measurable Achievement Objectives (AMAOs) for two consecutive years, the district has developed and implemented an Improvement Plan that will ensure that the district will meet the AMAOs, and that the Improvement Plan specifically addresses the factors that prevented the district from meeting the AMAOs.  **Statutes/Regulations Reference:** 3122(b)(2)  **Sample Sources of Evidence:**   * Improvement plan * Other |  |

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| **District:** |  |  | **District Contact:** |  |  | **Date:** |  |
| *Enter a concise explanation in the District Response column for each indicator and submit evidence and/or documentation to support compliance. Note that some documents are already on file at EED and will not need to be submitted again. In other cases, you will need to submit copies of documents to EED along with this District Response Form.* | | | | | | | |

**TITLE X, PART C – MCKINNEY-VENTO HOMELESS EDUCATION ASSISTANCE**

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| **Program Requirements:** | **District Response** |
| **X-C 1.** Verifies that the district has conducted an assessment of educational and related needs of homeless children and youths in the area served.  **Statutes/Regulations Reference:** Sec. 723(b)(1)  **Sample Sources of Evidence:**   * Data analysis * Survey * Student records/IEPs * Meeting notes * Other |  |

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| **Program Requirements:** | **District Response** |
| **X-C 2.** Verifies that the district is implementing services and programs as approved in their application to address the needs identified.  **Statutes/Regulations Reference:** Sec. 723 (b)(2)  **Sample Sources of Evidence:**   * Meeting sign-up sheets, minutes etc. * LEA/facility policies/MOAs * Information/training packets * Individual transitional/education plans * Other |  |

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| **Program Requirements:** | **District Response** |
| **X-C 3.** Verifies that 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.  **Statutes/Regulations Reference:** Sec. 723(b)(5)  **Sample Sources of Evidence:**   * Policies/procedures * Staff memos * Other |  |

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| **Program Requirements:** | **District Response** |
| **X-C 4.** Verifies that the district uses these funds for one or more of the following authorized activities (check all that apply):   |  |  | | --- | --- | | Emergency assistance | Supplemental Instruction | | Extended day or school year | School supplies | | Non-school facilities | Professional Development | | Parent training/involvement | Referral Services | | Agency coordination | Transportation | | Pupil services/ counseling | Preschool Programs | | Needs resulting from domestic violence | Services to attract, engage & retain students in school | | Tracking, obtaining & transferring records | Expedited evaluations of strengths/ needs and eligibility for services |   **Statutes/Regulations Reference:** Sec. 723(d)(1-16)  **Sample Sources of Evidence:**   * Budgets * Program records * Other |  |

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| **Program Requirements:** | **District Response** |
| **X-C 5.** Verifies that the district coordinates activities with families, schools, community members and other local and/or State agencies that serve homeless children and youth as stated in the approved application.  **Statutes/Regulations Reference:** Sec. 722(g)(5)  **Sample Sources of Evidence:**   * MOAs * Meeting notes * Letters/notices * Other |  |

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| **Program Requirements:** | **District Response** |
| **X-C 6.** Verifies that the district has identified measurable objectives and evaluates the program annually to determine the effectiveness of the project.  **Statutes/Regulations Reference:** Sec. 723(c)(3)(E)  **Sample Sources of Evidence:**   * Evaluations * Data analysis * Meeting notes/notices * Other |  |