



# 2022-2023 Idaho ESEA Federal Programs Monitoring Tool

LEA Name and Number: \_\_\_\_\_

Date of Program Review: \_\_\_\_\_

LEA Superintendent/Administrator: \_\_\_\_\_

Federal Programs Director: \_\_\_\_\_

Business Manager: \_\_\_\_\_

ISDE Team: \_\_\_\_\_

**Note:** The LEA is responsible for operating its categorical programs in compliance with all applicable laws and regulations. The monitoring process cannot produce an all-inclusive assessment of items in this instrument. The Idaho State Department of Education monitoring includes a sampling of the federal programs being monitored.

## Federal Programs Key

|  |   |   |   |
|--|---|---|---|
| Title I-A Improving Basic Programs               | Title I-C Education of Migratory Children                   | Title II-A Supporting Effective Instruction | Title III-A English Language Acquisition & Immigrant Students; OCR- Office for Civil Rights |
| Title IV-A Student Support & Academic Enrichment | Title V-B Rural Education Initiative                        | Title IX-A Homeless Children and Youths     | * Indicator applies to all LEAs   |
| Equitable Services to Private School Students    | Title I-D Neglected, Delinquent, or At-Risk Subpart 2 grant | McKinney-Vento Subgrant                     |   |

# PROGRAM EFFECTIVENESS AND STUDENT ACHIEVEMENT

## STUDENT IDENTIFICATION (SID)

| Indicator/<br>Programs | Citation  | Supporting Documents and Resources   | Y | N | NA | Comments |
|------------------------|---|--|---|---|----|----------|
| SID 1<br>I-A           | <p><b>Title I-A Targeted Assistance Schools Rank Order List</b></p> <p>All children served by Title I in a Targeted assistance building are identified as failing, or most at risk of failing to meet the challenging State academic standards on the basis of multiple, educationally related, objective criteria established by the LEA and supplemented by the school. ESSA Section 1115(b)</p> <p>In general, children who are economically disadvantaged, children with disabilities, migrant children or English learners, are eligible for services under this part on the same basis as other children selected to receive services. Also, Head Start and Preschool children, Neglected or Delinquent Children, and Homeless Children. ESSA Section 1115(c)(2)(A-E)</p> | <p><input type="checkbox"/> Copy of targeted rank order list which includes multiple educational objective criteria used to identify students for services (Student Identifiable information needs to be redacted.*)</p> <p>*In accordance with Senate Bill 1371, the LEA must remove all personally identifiable data and/or information before submitting documentation</p>                              |   |   |    |          |
| SID 2<br>I-C           | <p><b>Title I-C ID&amp;R</b></p> <p>The LEA accurately recruits and qualifies eligible children and youth based on the requirements of the law and maintains accurate records, including student summer/intercession participation. ESSA Section 1303(f)(1-4)</p>   | <p><b>For offsite review only (hybrid and desk):</b></p> <p><input type="checkbox"/> 5-10 pages of the Family Liaison Record Keeping Logs</p> <p><input type="checkbox"/> Statement detailing procedures for storage of current and expired COEs.</p> <p><b>SDE preparation (not necessary to upload):</b></p> <p><input type="checkbox"/> Evidence of attending state and regional ID&amp;R trainings</p> |   |   |    |          |

| Indicator/<br>Programs | Citation  | Supporting Documents and Resources  | Y | N | NA | Comments |
|------------------------|---|---|---|---|----|----------|
|                        |   | <input type="checkbox"/> Evidence of the LEAs Re-Interviewing process and results (CFSGA and Re-Interviewing Summary Report in MSIS)<br><input type="checkbox"/> Quality Control Plan (CFSGA)<br><input type="checkbox"/> Review number and severity of errors found on Certificates of Eligibility (COEs) for the past year<br><b>Onsite review of documentation (not necessary to upload):</b><br><input type="checkbox"/> Certificates of Eligibility (active and expired) and Family Liaison Record Keeping Logs  |   |   |    |          |
| SID 3<br>I-C           | <b>Title I-C Timely Records Transfer</b><br>The LEA provides educational continuity for migrant students through the timely transfer of educational and health records. ESSA Section 1304(b)(3) | <b>TIMELY RECORDS TRANSFER</b><br><input type="checkbox"/> Evidence of communication with receiving districts of migrant students (e.g.. email, family liaison logs, SFTP records transfer)<br><input type="checkbox"/> Evidence of the use of move notices in MSIX<br><b>For offsite review only (hybrid and desk):</b><br><input type="checkbox"/> Statement verifying that a COE copy is filed in students' cumulative record.<br><b>SDE preparation: (not necessary to upload)</b><br><input type="checkbox"/> Quarterly Data Verification checklist for use of Migrant Student Information System (MSIS) and move notifications in Migrant Student Information Exchange (MSIX).<br><b>Onsite cumulative file review (not necessary to upload):</b><br><input type="checkbox"/> Review sample of migrant students' cumulative records for COE copy. |   |   |    |          |

| Indicator/<br>Programs           | Citation   | Supporting Documents and Resources  | Y | N | NA | Comments |
|----------------------------------|--|---|---|---|----|----------|
| SID 4<br>* ALL LEAs<br>III-A OCR | <p><b>Home Language Survey</b></p> <p><b>*Applies to ALL Districts/Charters</b></p> <p>The LEA accurately identifies all potential English Learners using the Statewide Home Language Survey (HLS) for all newly enrolling students. Title VI of the Civil Rights Act of 1964;</p> <p>ESSA Section 3113(b)(2).</p>                                 | <ul style="list-style-type: none"> <li><input type="checkbox"/> Current State-Approved Home Language Surveys in all students' cumulative files – Qualified EL students and English –only students. <a href="#">Idaho EL and Title III Website</a> &gt; Forms (HLS)</li> <li><input type="checkbox"/> (Upload redacted form. Onsite file review also.)</li> <li><input type="checkbox"/> LEA has current personnel assigned to the ELMS.Editor (ISEE admin tool user role)</li> </ul>  |   |   |    |          |
| SID 5<br>III-A OCR               | <p><b>Title III-A English Language Proficiency Screener</b></p> <p>The LEA uses the state approved English language proficiency screener aligned to the State's English language proficiency standards and the State's academic content standards.</p> <p>Title VI of the Civil Rights Act of 1964.</p>  | <p><b>Onsite:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Completed screener forms documentation in student cumulative files (former IELA Screener, W-APT scoring Summary Sheets or WIDA Online screener report).</li> </ul> <p><b>SDE Preparation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> W-APTs and Online Screener scores are submitted in ELMS within two weeks of screener assessment administration.</li> <li><input type="checkbox"/> LEA has certified Kindergarten W-APT and Online Screener proctors administering screener assessments.(<b>WIDA AMS</b>)</li> </ul> |   |   |    |          |
| SID 6<br>III-A OCR               | <p><b>Title III-A Language Instruction Education Program &amp; Written Procedures</b></p> <p>The LEA accurately qualifies and places eligible EL students in a Language Instruction Educational Program (LIEP) within 30 days using the statewide standardized entrance criteria and process.</p> <p>Title VI of the Civil Rights Act of 1964;</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Written LEA processes and procedures are accessible, to anyone needing information about the LEA's LIEP and services (i.e. EL program manual, flowchart, EL role/responsibilities).</li> </ul>  |   |   |    |          |

| Indicator/<br>Programs     | Citation   | Supporting Documents and Resources   | Y | N | NA | Comments |
|----------------------------|--|--|---|---|----|----------|
|                            | ESSA Section 3113(b)(2)  |  |   |   |    |          |
| SID 7<br>III-A             | <p><b>Title III-A LIEP Exit Forms</b></p> <p>The LEA accurately exits eligible EL students from a Language Instruction Education Program (LIEP) within the school year they have met using the statewide-standardized exit criteria and process. ESSA Section 3113(b)(2)</p>   | <p><b>Onsite:</b></p> <p><input type="checkbox"/> Exit forms are in student cumulative files.<br/><a href="#">Idaho EL and Title III Website</a> &gt; Forms (Exit Form)</p>  |   |   |    |          |
| SID 8<br>IX-A<br>(revised) | <p><b>Title IX-A Homeless Education Identification &amp; Services</b></p> <p>The LEA shall describe the services provided homeless children and youths, to support the enrollment, attendance, and success of homeless children and youth, and the coordination of services provided under the McKinney-Vento Homeless Assistance Act (42 USC 11301 et seq). 20 USC 6312 §1112(b)(6)</p> | <p><input type="checkbox"/> Evidence of Identification procedures: -<br/>- "Housing Survey" form<br/>- Outreach activities occur more than one time per year<br/>- Staff referral process<br/>- Coordination activities with other entities/agencies<br/>- Outreach/self-referral for UHY</p> <p><input type="checkbox"/> Evidence of coordinated services provided to identified students and unaccompanied homeless youth (UHY)<br/>- MV Program Annual Calendar of activities/events<br/>- List of Services &amp; Support available for MV students/families</p> <p><input type="checkbox"/> Evidence of process of for data collection and monitoring of student success &amp; well-being - including: attendance tracking, academic progress, services/referrals, etc.</p> <p>For examples/templates, please visit the <a href="#">Title IX-A: Homeless Children &amp; Youths webpage</a></p> |   |   |    |          |
| SID 9<br>IX-A<br>(revised) | <p><b>Title IX-A Data Collection &amp; Record Keeping</b></p> <p>Any record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for</p>  | <p><input type="checkbox"/> Identified students are coded in student management system &amp; uploaded regularly to ISEE</p> <p><input type="checkbox"/> MV Annual cumulative roster<br/>- Eligibility &amp; exit dates</p>   |   |   |    |          |

| Indicator/<br>Programs | Citation   | Supporting Documents and Resources  | Y | N | NA | Comments |
|------------------------|--|---|---|---|----|----------|
|                        | <p>special services or programs, regarding each homeless child or youth shall be maintained –</p> <ul style="list-style-type: none"> <li>– so that the records are available, in a timely fashion, when a child or youth enters a new school or school district; and</li> <li>– in a manner consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g).</li> </ul> <p>ESSA Part C, Subtitle B § 722(g)(3)(C)-(D)</p> <p>The LEA treats information about a homeless child or youth’s living situation as a student education record, and shall not be deemed to be directory information.</p> <p>42 USC § 11432 (g)(3)(G)</p> | <ul style="list-style-type: none"> <li>- Records requests/transfers</li> <li>- Tracking of services &amp; referrals</li> <li>- Communication with Child Nutrition dept.</li> </ul> <p><input type="checkbox"/> Active MV student file to include:</p> <ul style="list-style-type: none"> <li>- Housing survey</li> <li>- Eligibility/needs assessment</li> <li>- Services/referrals</li> <li>- Contact log</li> </ul> <p><b>Reviewed Onsite/Interview:</b></p> <ul style="list-style-type: none"> <li>-Documents/files are kept in secure locked files (on site)</li> <li>-Personally Identifiable Information (PPI) regarding a student’s MV status should be shared and/or transferred via a secure means.</li> <li>-Written Eligibility Letter in CUM folders (annually updated)</li> </ul> <p>NOTE: For students who transfer mid-year, this should be included in the student’s permanent file to ensure continuation of services for the remainder of the year.</p> |   |   |    |          |
| SID 10<br>IV-A         | <p><b>Title IV-A Fund Distribution Methodology</b></p> <p>The LEA prioritized the distribution of funds to schools with the greatest needs as determined by the LEA and may include schools with the highest percentage of children from families below the poverty level, identified as neglected and delinquent or in foster care.</p> <p>ESSA Section 4106(e)(2)</p>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Sampling of data reviewed to determine prioritization of funds</li> <li><input type="checkbox"/> Documentation reflecting distribution of funds.</li> </ul>   |   |   |    |          |
| SID 11                 | <b>Migrant Parent Employment Survey</b>  | <b>For offsite review only (hybrid and desk):</b>   |   |   |    |          |

| Indicator/<br>Programs | Citation   | Supporting Documents and Resources  | Y | N | NA | Comments |
|------------------------|--|---|---|---|----|----------|
| I-A<br>I-C             | <p>The LEA assists with identification of all potential migratory children and youth using the statewide “Parent Employment Survey” (PES) for all newly enrolling students.</p> <p>Note: This furthers the purpose under Title I-A of “coordinating services under all parts of this title with each other, with other educational services”</p> <p>ESSA Section 1001 (11)</p> | <p><input type="checkbox"/> Completed Parent Employment Survey samples (for migrant students and for non-migrant students).</p> <p><b>Onsite cumulative file review (not necessary to upload):</b></p> <p><input type="checkbox"/> Current State-approved “Parent Employment Survey” in students’ cumulative files for all newly enrolled students starting with the 2019-2020 school year.</p> <p><b>For non-migrant funded districts ONLY:</b></p> <p><input type="checkbox"/> Evidence that required “Parent Employment Surveys” are forwarded securely to the local Regional ID &amp; R Coordinator within 2 weeks of receipt. (Note: required surveys are those that have a YES answer on either question 1 or 2 or are incomplete.)</p> |   |   |    |          |

## PROGRAM NEEDS ASSESSMENT, SERVICES, AND EVALUATION (PROG)

| Indicator/<br>Programs | Citation   | Supporting Documents and Resources  | Y | N | NA | Comments |
|------------------------|--|---|---|---|----|----------|
| PROG 1<br>I-A          | <p><b>Title I-A Schoolwide Program</b></p> <p>Implementation of a schoolwide program includes the following plan components (ESSA Schoolwide Plan to be completed during the 2017-18 School Year):</p> | <p><b>SDE Preparation:</b></p> <p>Reviewers review Schoolwide/ Improvement Plans (SWIP), as applicable.</p> <p><b>Onsite:</b></p> |   |   |    |          |

| Indicator/<br>Programs | Citation   | Supporting Documents and<br>Resources   | Y | N | NA | Comments |
|------------------------|--|---|---|---|----|----------|
|                        | <p><b>1. Schoolwide reform strategies</b> incorporated in the over-all instructional program:</p> <p>Is based on a comprehensive needs assessment ...</p> <p>addresses the needs of all students in school, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards</p> <p>uses methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum ...</p> <p><b>2. Instruction by qualified staff</b> with ongoing professional development:</p> <p>Recruit and retain effective teachers, particularly in high-need subjects</p> <p>Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.</p> <p><b>3. Parental involvement:</b></p> <p>Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the school parent and family engagement policy and joint development of the schoolwide program plan.</p> <p><b>4. Transition:</b></p> <p>Strategies for assisting preschool children in the transition from early childhood</p> | <p>Reviewers will look for evidence supporting the implementation of the Schoolwide components through:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Interview with teachers and principal at each school</li> <li><input type="checkbox"/> Classroom observations</li> <li><input type="checkbox"/> Professional development calendar</li> <li><input type="checkbox"/> Meeting agendas and sign in sheets</li> <li><input type="checkbox"/> Title I-A paid position staff schedules</li> <li><input type="checkbox"/> Additional documentation, as applicable</li> </ul> |   |   |    |          |



| Indicator/<br>Programs   | Citation  | Supporting Documents and<br>Resources  | Y | N | NA | Comments |
|--------------------------|---|--|---|---|----|----------|
|                          | <p>education programs to local elementary school programs.</p> <p><b>5. Additional support:</b></p> <p>Other activities may be included-</p> <p>See ESSA Section 1114, 1116</p>   |  |   |   |    |          |
| <p>PROG 2</p> <p>I-A</p> | <p><b>Title I-A Schoolwide program evaluation:</b></p> <p>The plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.</p> <p>The plan is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. ESSA Section 1114 (b)(1)(B)(3)</p> | <p><input type="checkbox"/> A written Schoolwide Program evaluation which includes the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> who is involved in the program evaluation process and how often the team meets</li> <li><input type="checkbox"/> data from which information is gathered and analyzed for evaluating the effectiveness of the schoolwide program</li> <li><input type="checkbox"/> what changes have occurred in the school since last year. Consider the school population, instructional staff, school climate, etc.</li> <li><input type="checkbox"/> the effectiveness of core instruction</li> <li><input type="checkbox"/> state and LEA assessment data</li> <li><input type="checkbox"/> the process for implementing instructional and programmatic changes based on data</li> </ul> <p>NOTE: The schoolwide program evaluation requirement is critical. A formal evaluation process must be in place and documented.</p> <p>SWIP app is located at <a href="#">the Schoolwide/Improvement Plan Application webpage</a></p> |   |   |    |          |
| <p>PROG 3</p> <p>I-A</p> | <p><b>Title I-A Targeted Assistance Schools</b></p> <p>Documentation supports the components of a Targeted Assistance School Program:</p>   | <p><input type="checkbox"/> Evidence that the Targeted Assistance program includes the required components,</p>  |   |   |    |          |

| Indicator/<br>Programs | Citation  | Supporting Documents and<br>Resources  | Y | N | NA | Comments |
|------------------------|---|--|---|---|----|----------|
|                        | <ul style="list-style-type: none"> <li>• Use Title I resources to help participating children meet the challenging State academic standards ESSA Section 1115</li> <li>• Uses methods and instructional strategies to strengthen the academic program of the school ESSA Section 1115</li> <li>• Coordinates and supports the regular education program, which may include assisting preschool children in the transition from early childhood programs such as Head Start, the literacy program under subpart 2 of part B of title II, or State-run preschool programs to elementary school programs ESSA Section 1115</li> <li>• Helps provide an accelerated, high-quality curriculum ESSA Section 1115</li> <li>• Minimizes the removal of children from the regular classroom during regular school hours for instruction ESSA Section 1115</li> <li>• Provides professional development to teachers, principals, other school leaders, paraprofessionals, and if appropriate, specialized instructional support personnel, and other school personnel who work with participating children or in the regular education program ESSA Section 1115</li> <li>• Provides strategies to increase the involvement of parents ESSA Section 1116</li> <li>• If appropriate and applicable, coordinates and integrates Federal,</li> </ul> | <p>including evaluating the effectiveness of the targeted assistance program</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Program Observation</li> <li><input type="checkbox"/> Teacher and principal interviews</li> <li><input type="checkbox"/> Professional Development calendar</li> <li><input type="checkbox"/> Detailed meeting agendas and sign in sheets</li> <li><input type="checkbox"/> Title I-A paid position staff schedules</li> </ul> <p><b>Onsite:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> File review of personnel working in the Title I-A funded targeted assistance program</li> </ul> <p>Activities may include:</p> <ul style="list-style-type: none"> <li>• expanded learning time</li> <li>• before and after school programs</li> <li>• summer programs and opportunities</li> <li>• a schoolwide tiered model to prevent and address behavior problems</li> <li>• early intervening services, coordinated with similar activities and services carried out under IDEA</li> </ul> |   |   |    |          |

| Indicator/<br>Programs | Citation  | Supporting Documents and<br>Resources   | Y | N | NA | Comments |
|------------------------|---|---|---|---|----|----------|
|                        | <p>State, and local services and programs ESSA Section 1111(d)</p> <ul style="list-style-type: none"> <li>On an ongoing basis, reviews the progress of eligible children and revises the targeted assistance program, if necessary, to provide additional assistance to enable participating children to meet the challenging State academic standards ESSA Section 1115(b)(2)(A-G)</li> <li>Public school personnel who are paid with Title I-A funds may participate in general professional development and school planning activities and assume limited duties that are assigned to similar personnel who are not so paid ESSA Section 1115 (d)(1-2)</li> </ul>  |   |   |   |    |          |
| <p>PROG 4<br/>I-A</p>  | <p><b>Title I-A Foster Care Point of Contact</b></p> <p>LEAs will:</p> <p>Designate a Point of Contact (POC) for Foster Care Liaison to the Health &amp; Welfare Department (and notify State Department of Education). <i>The LEA POC may be the LEA McKinney-Vento Liaison.</i></p> <p>ESSA Section 1112 (c)(5)(A)</p> <p>Developed a current working Best Interest Determination process that evaluates the appropriateness of the current educational setting. ESSA sections 1111(g)(1)(E)(i) and 1112 (c)(5)</p> <p>Ensure that children in foster care who are in need of transportation to and from their schools of origin promptly receive such transportation using effective policies and procedures. ESSA section 1112 (c)(5)(B)(i)</p> | <p>Responsibilities include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Coordinating with local CWAs to develop a process for implementing ESSA provisions</li> <li><input type="checkbox"/> Leading development of best interest determination process</li> <li><input type="checkbox"/> Facilitating the transfer of records and immediate enrollment and data sharing with CWAs</li> <li><input type="checkbox"/> Written protocol for the foster care liaison role in the district</li> <li><input type="checkbox"/> Developing and coordinating local transportation procedures</li> </ul> <p>Resources are available on the <a href="#">Foster Care</a> webpage.</p> |   |   |    |          |

| Indicator/<br>Programs | Citation   | Supporting Documents and<br>Resources   | Y | N | NA | Comments |
|------------------------|--|---|---|---|----|----------|
| PROG 5<br>II-A         | <p><b>Title II-A Professional Development Activities</b></p> <p>Description of the activities to be carried out by the local educational agency under this section and how these activities will be aligned with challenging State academic standards. ESSA Section 2102 (b)(2)(A)</p>   | <p><input type="checkbox"/> LEA and/or school level professional development calendars for the current school year</p> <p>Additional evidence:</p> <p><input type="checkbox"/> CFSGA (Activities Tab)</p> <p><input type="checkbox"/> Interview (as needed)</p>   |   |   |    |          |
| PROG 6<br>II-A         | <p><b>Title II-A Professional Growth and Improvement</b></p> <p>Description of the local educational agency's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership. ESSA Section 2102 (b)(2)(B)</p>                        | <p><input type="checkbox"/> Description of or additional information about LEA induction program or leadership development opportunities, as applicable.</p> <p>Additional evidence:</p> <p><input type="checkbox"/> CFSGA (Program Description #1)</p> <p><input type="checkbox"/> Interview (as needed)</p> |   |   |    |          |
| PROG 7<br>II-A         | <p><b>Title II-A Prioritizing Funds</b></p> <p>Description of how the local educational agency will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124(c). ESSA Section 2102 (b)(2)(C)</p> | <p><input type="checkbox"/> List of schools in LEA, including any CSI, TSI, and/or ATSI designations, as applicable.</p> <p>Additional evidence:</p> <p><input type="checkbox"/> CFSGA (Program Description #2)</p> <p><input type="checkbox"/> Interview (as needed)</p>                                     |   |   |    |          |

| Indicator/<br>Programs | Citation  | Supporting Documents and<br>Resources   | Y | N | NA | Comments |
|------------------------|---|---|---|---|----|----------|
| PROG 8<br>II-A         | <p><b>Title II-A Use of Data</b></p> <p>Description of how the local educational agency will use data and ongoing consultation described in paragraph (3) to continually update and improve activities supported under this part. ESSA Section 2102 (b)(2)(D)</p>   | <p><input type="checkbox"/> Examples of LEA and/or school level collaboration, data meetings, etc. documenting how the LEA/school uses data and ongoing consultation to update and improve Title II-A activities.</p> <p>Additional evidence:</p> <p><input type="checkbox"/> CFSGA (Program Description #3)</p> <p><input type="checkbox"/> Interview (as needed)</p>  |   |   |    |          |
| PROG 9<br>II-A         | <p><b>Title II-A Consultation and Coordination</b></p> <p>(A) Consult with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title;</p> <p>(B) Seek advice from the individuals and organizations described in subparagraph (A) regarding how best to improve the local educational agency’s activities to meet the purpose of this title;</p> <p>(C) Coordinate the local educational agency’s activities under this part with other related strategies, programs, and activities conducted in the community. ESSA Section 2102(b)(3)</p> | <p><input type="checkbox"/> Documentation showing evidence of consultation, including seeking advice, from teachers, principals, other school leaders, paraprofessionals, instructional support personnel, charter school leaders (in an LEA that has charter schools, parents, community partners, and other organizations, as applicable. This also includes coordinating LEA activities with other related strategies, programs, and activities conducted in the community, as applicable.</p> <p>Additional evidence:</p> <p><input type="checkbox"/> Interview (as needed)</p> |   |   |    |          |
| PROG 10                | <b>Title II-A Allowable Activities</b>  | Title II-A LEA budget & expenditures  |   |   |    |          |

| Indicator/<br>Programs | Citation   | Supporting Documents and<br>Resources  | Y | N | NA | Comments |
|------------------------|--|--|---|---|----|----------|
| II-A                   | Activities:<br>(1) Shall be in accordance with the purpose of this title;<br>(2) Shall address the learning needs of all students; and<br>(3) May include, (A)-(P)<br>ESSA Section 2103(b) Types of Activities<br><a href="https://www2.ed.gov/documents/essa-act-of-1965.pdf">https://www2.ed.gov/documents/essa-act-of-1965.pdf</a>  | Additional evidence:<br><input type="checkbox"/> CFSGA Title II-A Activities descriptions<br><input type="checkbox"/> Interview (as needed)<br>See also the Federal Programs Allowable Use of Funds Manual at<br><a href="https://www.sde.idaho.gov/federal-programs/funding/files/fiscal/allowable/Federal-Programs-Allowable-Use-of-Funds.pdf">https://www.sde.idaho.gov/federal-programs/funding/files/fiscal/allowable/Federal-Programs-Allowable-Use-of-Funds.pdf</a> .   |   |   |    |          |
| PROG 11<br>V-B         | <b>Title V-B RLIS evaluation:</b><br>Grant funds are used to support measurable goals and objectives that increase student academic achievement and/or decrease student dropout rates.<br>ESSA Section. 5224. [20 U.S.C. 7351c]  | <input type="checkbox"/> Identify who is involved in the evaluation process.<br><input type="checkbox"/> Documents for academic achievement. Identify data from which information is gathered and analyzed for evaluating the effectiveness of the RLIS program.<br>Additional evidence:<br><input type="checkbox"/> Documentation of measurable goals to be achieved stated in the RLIS plan in the CFSGA.  |   |   |    |          |
| PROG 12<br>I-C         | <b>Title I-C Migrant Comprehensive Needs Assessment (CNA)</b><br>The LEA identifies the unique educational needs of all migrant children, including preschool children and children who have dropped out of school; The LEA measures migrant student progress against the desired outcomes of the migrant education program and state academic content standards. ESSA Sections 1306(a)(1) | <input type="checkbox"/> Documentation of the LEA CNA, including: <ul style="list-style-type: none"> <li>• CNA team members</li> <li>• CNA Timeline</li> <li>• Agenda/Minutes of meetings</li> <li>• Documentation of analysis of completed parent, student, staff surveys and focus group findings</li> <li>• Final report/list of needs identified</li> </ul> <b>SDE Preparation: (Not necessary to upload)</b><br><input type="checkbox"/> Comparison of migrant students vs. all students on state assessments (IRI, ISAT, ACCESS 2.0) from the MSIS CNA Report. |   |   |    |          |

| Indicator/<br>Programs | Citation   | Supporting Documents and<br>Resources  | Y | N | NA | Comments |
|------------------------|--|--|---|---|----|----------|
| PROG 13<br>I-C         | <p><b>Title I-C Migrant Coordination of Services</b></p> <p>As part of the comprehensive needs assessment, the LEA identifies and addresses the unique educational needs of migrant children in coordination with other local, state, and federal programs and encompasses the full range of services available to migrant children and provides for the integration of MEP services with those provided by other programs. ESSA Section 1306(a)(1)(E)(F)(G)</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence of joint planning among programs funded by local state and federal sources (including Title 1-A, early childhood, and language instruction under Title III-A) in providing services to migrant students, including to preschool children and children who have dropped out of school (e.g. agendas, meeting minutes, email correspondence, collaboration logs)</li> <li><input type="checkbox"/> List of migrant students receiving other program services including interventions and any other academically related programs (e.g. Title 1-A, EL, special education, reading interventions, McKinney Vento, gifted programs, and college readiness programs)</li> </ul> |   |   |    |          |
| PROG 14<br>I-C         | <p><b>Title I-C Advocacy</b></p> <p>LEA programs will provide for advocacy and outreach activities for migratory children and their families to inform such children and families of other education, health, nutrition, and social services to help connect them to such services. ESSA Section 1304(c)(6), 1304(c)(7)(A)</p>   | <p><b>For offsite review only (hybrid and desk):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 5-10 pages of the Family Liaison Record Keeping Logs</li> </ul> <p><b>Onsite review of documentation (not necessary to upload):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Migrant Family Liaison Recordkeeping Log</li> </ul> <p><b>SDE preparation: (not necessary to upload)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence of referred services entered in MSIS</li> </ul>   |   |   |    |          |
| PROG 15<br>I-C         | <p><b>Title I-C Measurable Program Outcomes (MPOs)</b></p> <p>State and local agencies must address students' unique needs with a plan that specifies measurable program objectives and outcomes. ESSA Section 1306(a)(1)(D)</p>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence of data collection to measure progress toward current year MPOs</li> </ul> <p><b>SDE preparation (not necessary to upload):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Measurable Program Outcomes Program Evaluation completed in MSIS for prior year</li> </ul>  |   |   |    |          |
| PROG 16<br>I-C         | <p><b>Title I-C Priority for Services</b></p> <p>The LEA gives priority to migratory children who are failing, or most at risk of failing to meet challenging State academic standards,</p>  | <p><b>SDE preparation: (not necessary to upload)</b></p>   |   |   |    |          |

| Indicator/<br>Programs | Citation  | Supporting Documents and<br>Resources   | Y | N | NA | Comments |
|------------------------|---|---|---|---|----|----------|
|                        | and whose education has been interrupted by a qualifying move during the previous year. ESSA Section 1304(d)  | <input type="checkbox"/> Evidence that Priority for Services (PFS) students are identified (MSIS)<br><input type="checkbox"/> Written procedures that PFS migrant students are being served on a priority basis through the migrant program (CFSGA)<br><input type="checkbox"/> Evidence that PFS students are receiving services (MSIS)  |   |   |    |          |
| PROG 17<br>I-C         | <b>Title I-C Continuation of Services</b><br>The law also allows for continuation of services to a child who ceases to be a migratory child for 1 term, 1 additional school year, or until graduation if comparable services are not available through other programs. ESSA Section 1304(e)   | <input type="checkbox"/> Written procedures for the identification process and services provided to COS students, including how students with long-term COS are re-evaluated periodically<br><b>SDE preparation: (not necessary to upload)</b><br><input type="checkbox"/> Evidence that Continuation of Services (COS) students are identified and served (MSIS)                       |   |   |    |          |
| PROG 18<br>I-C         | <b>Title I-C Professional Development</b><br>The LEA provides professional development on meeting the unique needs of migrant students to administrators, teachers, paraprofessionals, and other program staff. ESSA Section 1304(c)(7)(B)  | <input type="checkbox"/> Current year agendas and sign-in sheets for annual migrant specific professional development/trainings during the regular school year and, if applicable, for summer school. Include participants' roles (e.g. teacher, paraprofessional, administrator)<br><input type="checkbox"/> Presentations or other supporting materials associated with the training. |   |   |    |          |
| PROG 19<br>III-A OCR   | <b>Title III-A Core Language Instructional Education Program (LIEP)</b><br>Each student identified for the <b>CORE EL program</b> receives a high-quality program of instruction that uses approaches, methodologies, and curricular materials/resources that are based on scientific research and proven effective with English Learners. EL programming and services are provided in comparable | <input type="checkbox"/> Schedule(s) for all EL services provided detailing specific staff providing such services.<br><input type="checkbox"/> Descriptions for EL/Bilingual service(s) provided by the Language Instruction Educational Program (LIEP) (e.g. course descriptions, curriculum map, scope and sequence)   |   |   |    |          |



| Indicator/<br>Programs | Citation  | Supporting Documents and<br>Resources  | Y | N | NA | Comments |
|------------------------|---|--|---|---|----|----------|
|                        | facilities that do not unreasonably segregate EL students. Title VI of the Civil Rights Act of 1964; Castañeda v Pickard {648 F.2d 989 (5th Cir. 1981)}.  | <input type="checkbox"/> List of curricular resources/materials used for providing core EL instruction.<br><br><b>Onsite:</b><br><br><input type="checkbox"/> ELPs are completed for ELs in ELMS and copies of ELPs in cumulative files.<br><br><input type="checkbox"/> Approved State EL Plan (CFSGA) and observable evidence of implementation.   |   |   |    |          |
| PROG 20<br>III-A OCR   | <b>Title III-A Effective Language Instruction</b><br><br>Academic/Content instruction for English Learners is designed and implemented, fitting with an effective language instruction educational program that assists English learners in meeting challenging State academic standards. Lau v. Nichols (1974).  | <b>Onsite:</b><br><br><input type="checkbox"/> Evidence that instruction that has been designed for meeting the needs of ELs. (e.g. lesson plans detailing EL differentiation and/or use of EL strategies in classroom instruction).<br><br><b>SDE Preparation:</b><br><br><input type="checkbox"/> Graduation data for English Learners (check LEA report card)   |   |   |    |          |
| PROG 21<br>III-A OCR   | <b>Title III-A Linguistic &amp; Academic Parity</b><br><br>The LEA demonstrates that the Core EL program and academic courses indicate that English Learners are achieving and sustaining parity of linguistic and academic achievement with students who entered the LEA's school system already proficient in English.<br><br>Title VI of the Civil Rights Act of 1964, [648 F. 2d 989 (5th Circuit, 1981)] | <input type="checkbox"/> Sample of current class rosters with letter grades (or comparable for LEAs using standards based report cards) for ELD and Academic/ Content courses. Label English Learners on class rosters.<br><br><b>SDE Preparation:</b><br><br><input type="checkbox"/> Check ELMS for list (# and %) of Long Term ELs (ELs in the program 5+ years).<br><br><input type="checkbox"/> Longitudinal academic accountability data for English Learner subgroup (Report Card). |   |   |    |          |
| PROG 22<br>III-A OCR   | <b>CFSGA Title III-A Yearly Goals</b><br><br>The LEA has created a Title III-A Plan to increase the English proficiency levels of EL  | <input type="checkbox"/> Evidence and/or documentation of meeting previous school year's CFSGA Title III Goals (in Goals Matrix).  |   |   |    |          |

| Indicator/<br>Programs       | Citation  | Supporting Documents and<br>Resources   | Y | N | NA | Comments |
|------------------------------|---|---|---|---|----|----------|
|                              | <p>students by providing effective language instruction educational program meets the needs of ELs and demonstrate success in increasing (A) English language proficiency (B) student academic achievement. ESSA Section 3115(c)(1); 3116(b)(1)-(2)</p> <p><b>(NA for LEAs participating in the TIII Consortium)</b></p>  | <p><b>Onsite</b></p> <p><input type="checkbox"/> The LEA has an approved Title III Plan (CFSGA) and observable evidence of implementation.</p>  |   |   |    |          |
| <p>PROG 23<br/>III-A OCR</p> | <p><b>Title III-A Coordination of Services</b></p> <p>EL students are identified and qualified for special programs (Title I, Special Ed, Gifted and Talented) in a timely manner as compared with their English-only peers. EL staff are involved in the placement/programming for ELs participating in special programs. Title VI of the Civil Rights Act of 1964</p> | <p><input type="checkbox"/> Documentation of joint planning among programs funded by local, state, and federal sources in providing services to English Learners.</p> <p><input type="checkbox"/> List of ELs placed in and participating in coordinated services/activities. Including, but not limited to, Special Education, Gifted and Talented, Advanced Placement courses, Title-I services, Title I-C Migrant, extracurricular activities. Label English Learners on class or activity rosters.</p> <p><b>Onsite:</b></p> <p><input type="checkbox"/> Documentation in IEP cumulative files that EL personnel were invited to participate in IEP meetings for EL students who are also qualified as Special Education.</p> |   |   |    |          |
| <p>PROG 24<br/>III-A OCR</p> | <p><b>Title III-A Monitoring Exited Students</b></p> <p>The LEA monitors, for a minimum of two years, the progress of students exited from the program to ensure correct classification, placement, and additional support if needed,</p> <p>Title VI of the Civil Rights Act of 1964</p>   | <p><input type="checkbox"/> Submit LEA Monitoring Form. LEA Monitoring Form includes multiple data sources such as state assessment scores, district assessment scores, grades, teacher feedback, attendance, etc.</p> <p><b>Onsite:</b></p> <p><input type="checkbox"/> The LEA has an approved Title III Plan (CFSGA) and observable evidence of implementation.</p>  |   |   |    |          |

| Indicator/<br>Programs | Citation   | Supporting Documents and<br>Resources  | Y | N | NA | Comments |
|------------------------|--|--|---|---|----|----------|
|                        |  | <input type="checkbox"/> Sampling of Monitoring Forms for X1 & X2 students in cumulative records.  |   |   |    |          |
| PROG 25<br>III-A       | <p><b>Title III-A Entering &amp; Verifying EL Student Data</b></p> <p>The LEA has a process for entering and verifying ISEE, ELMS, and IDCI data for English Learners. ESSA Section 3121</p>   | <input type="checkbox"/> Submit LEA’s written policy or procedure for timely and effectively entering and verifying data for English Learners.<br><br><b>SDE Preparation:</b><br><input type="checkbox"/> Annual Data Collection in ELMS was submitted on or before June 30 <sup>th</sup> of the prior year.<br><input type="checkbox"/> ELPs and Erroneous Identification Application (if applicable), and parental waiver of services forms are submitted in ELMS in a timely manner.<br><input type="checkbox"/> Review most current ISEE upload for Immigrant data accuracy (e.g. language, country of origin, date of entry to the US).<br><input type="checkbox"/> Review ELMS for EL data accuracy<br><input type="checkbox"/> LEA has current personnel assigned to these roles:<br>1. Title III EL Programs Coordinator (IDCI)<br>ID English Language Proficiency Assessment Coordinator (IDCI) |   |   |    |          |
| PROG 26<br>III-A       | <p><b>Title III-A Professional Development</b></p> <p>LEAs must use Title III funds to provide effective professional development for teachers and principals of ELs that is:</p> <ul style="list-style-type: none"> <li>• Designed to improve the instruction and assessment of ELs;</li> <li>• Designed to enhance the ability of teachers and principals to understand and implement curricula, assessment</li> </ul> | <input type="checkbox"/> Agendas and sign-in sheets for EL specific professional development including participants’ roles (e.g. teacher, paraprofessional, administrator)<br><input type="checkbox"/> Presentations or other supporting materials associated with the training.<br><input type="checkbox"/> Training evaluations/surveys from staff.  |   |   |    |          |

| Indicator/<br>Programs   | Citation  | Supporting Documents and<br>Resources  | Y | N | NA | Comments |
|--------------------------|---|--|---|---|----|----------|
|                          | <p>measures and practices, and instructional strategies for ELs;</p> <ul style="list-style-type: none"> <li>● Effective in increasing children’s English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of teachers of ELs; and</li> <li>● Of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in the classroom. This does not include one-day or short-term events, unless as part of a teacher’s comprehensive professional development plan that is based on a needs assessment.</li> </ul> <p>ESSA Section 3115(c)(2)</p>                           | <p><b>SDE Preparation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Attendance of district personnel attending State/Regional training(s).</li> </ul>   |   |   |    |          |
| <p>PROG 27<br/>III-A</p> | <p><b>Title III-A Immigrant Grant Fund Use</b></p> <p>The LEA uses Immigrant funds to serve immigrant children and youth as required by Section 3115(e)</p> <p>The term “immigrant children and youth” as defined in section 3201(5) of Elementary and Secondary Education Act (ESEA), means individuals who-</p> <ol style="list-style-type: none"> <li>1) Are aged 3 through 21;</li> <li>2) Were not born in any State; and</li> <li>3) Have not been attending one or more schools in any one or more States for more than 3 full academic years.</li> </ol> <p><b>*An immigrant student may or may not also be EL, and an EL student may or may not also be immigrant.</b></p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence and/or documentation of meeting previous school year’s CFSGA Title III Immigrant Goals (in Goals Matrix).</li> <li><input type="checkbox"/> Revenue and Expense Report or General Ledger - to include revenue, expenditures and remaining balance</li> <li><input type="checkbox"/> Budget Report – to include budgets and may also include actual expenses</li> <li><input type="checkbox"/> Gross Pay by Code Report – to include positions, names, and amounts</li> <li><input type="checkbox"/> Detailed Ledger Report – to include detailed expenditure transactions: type of expense, vendor name, date, and amount</li> <li><input type="checkbox"/> Budget Report for previous year if the LEA is reporting carryover in the current year</li> <li><input type="checkbox"/> Accounting report identifying positions paid in Salaries &amp; Benefits for Immigrant Grant.</li> </ul> |   |   |    |          |

| Indicator/<br>Programs           | Citation  | Supporting Documents and<br>Resources   | Y | N | NA | Comments |
|----------------------------------|---|---|---|---|----|----------|
|                                  |   | <input type="checkbox"/> List of all staff, including FTEs and funding sources<br><br><b>Onsite:</b><br><input type="checkbox"/> Business Manager interview<br><input type="checkbox"/> Program Staff interview, if applicable<br><input type="checkbox"/> Cumulative file review: ELPs for immigrant students (if applicable)<br><input type="checkbox"/> The LEA has an approved Title III Immigrant Plan (CFSGA) and observable evidence of implementation.<br><br><b>SDE Preparation:</b><br><input type="checkbox"/> List of immigrant students<br><input type="checkbox"/> Approved Title III Immigrant Grant Plan<br><input type="checkbox"/> Observable evidence of the LEA’s Title III Plan program and services serving immigrant students. |   |   |    |          |
| PROG 28<br><br>IX-A<br>(revised) | <b>LEA MV/Homeless Liaison</b><br><br>The LEA has designated an appropriate staff person as a Homeless Liaison who must be able to fulfill the 10 liaison duties as listed in ESSA, Subtitle B, Section 722 (g)(6)(A)(B)(C). 42 U.S.C. § 11432(g)(6)(A) | <input type="checkbox"/> Idaho District Contact Information (IDCI) is updated through submission of a “Program Contact File” via ISEE upload<br>- McKinney-Vento Liaison (MVL) (only one individual)<br>-Homeless Ed. Contact (HED) (multiple individuals okay)<br><br><input type="checkbox"/> MV Program/Liaison calendar showing month by month activities, events and collaboration efforts<br><br><b>Reviewed Onsite/Interview:</b> An <i>appropriate</i> person is designated as the district/charter-wide MV liaison. This individual should have  |   |   |    |          |

| Indicator/<br>Programs       | Citation  | Supporting Documents and<br>Resources   | Y | N | NA | Comments |
|------------------------------|---|---|---|---|----|----------|
|                              |   | <p>the time and capacity to carry out the assigned 10 duties described in statute.</p> <p>To ensure liaisons are “able to carry out their duties,” the USED guidance states that LEAs “should allocate sufficient time for liaisons to do their jobs effectively and should support them in fulfilling their duties. LEA administrators should review:</p> <ul style="list-style-type: none"> <li>- the legal requirements/10 duties</li> <li>-data indicating the prevalence and needs of homeless youth</li> <li>-past technical assistance provided to the LEA to determine how much time the MV programs requires to be managed well</li> <li>-the number of schools &amp; students in the district</li> <li>-the number of identified students as a percentage of students living in poverty</li> </ul> <p>Visit <a href="#">the Title IX-A: Homeless Children &amp; Youths webpage</a> for Homeless Liaison checklist of duties, professional development opportunities &amp; sample calendar</p> |   |   |    |          |
| PROG 29<br>IX-A              | <p><b>MV/Homeless Liaison Professional Development</b></p> <p>The LEA has policies and practices to ensure that the liaison participates in professional development and other technical assistance activities as determined appropriate by the State Coordinator. ESSA Subtitle B, Section 722 (f)(5)(C) &amp; (6), [42 U.S.C. § 11432(g)(1)(J)(iv)]</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> District liaisons MUST show evidence of attendance at annual Regional MV training session</li> <li><input type="checkbox"/> OR provide evidence of approved alternative training</li> </ul> <p>For a list of homeless liaison professional development opportunities, please visit: <a href="#">the Title IX-A: Homeless Children &amp; Youths webpage</a></p>  |   |   |    |          |
| PROG 30<br>IX-A<br>(revised) | <p><b>MV/Homeless Staff Training &amp; Awareness</b></p> <p>The LEA shall inform school personnel, service providers, and advocates working with homeless families of the duties of the</p>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> MV liaison shall ensure that ALL school personnel - including: administrators, registrars, teachers, counselors, transportation, child nutrition, and other support staff – understand the signs of</li> </ul>  |   |   |    |          |

| Indicator/<br>Programs                | Citation  | Supporting Documents and<br>Resources   | Y | N | NA | Comments |
|---------------------------------------|---|---|---|---|----|----------|
|                                       | <p>local educational agency liaisons. ESSA Subtitle B, Section 722 (g)(6)(B)</p> <p>Liaison shall ensure that school personnel providing services under this subtitle receive professional development and other support.</p> <p>42 USC § 11432 (g)(1)(6)(A)(ix)</p>  | <p>homelessness, district processes for enrollment, identification, referral of suspected students, and services/supports that may be provided to MV students.</p> <ul style="list-style-type: none"> <li>-Train PowerPoint</li> <li>-Handouts</li> <li>-Agenda</li> <li>-Sign-in sheets</li> </ul> <p><input type="checkbox"/> If applicable: evidence of homeless education training for staff in non-Title I-A schools and local shelters.</p> <p><b>Reviewed onsite/interview:</b> Staff are aware of the signs of homelessness, know who to contact to refer a student, and what supports are available within the district for MV students.</p> <p>Visit <a href="#">the Title IX-A: Homeless Children &amp; Youths webpage</a> for sample MV homeless training materials &amp; links to resources.</p> |   |   |    |          |
| <p>PROG 31<br/>IX-A<br/>(revised)</p> | <p><b>MV/Homeless Related Policies</b></p> <p>The LEA ensures homeless children and youth have equal access to the same free, appropriate public education and support services, including a public preschool education (if available), as provided to other children and youths in the state. ESSA Subtitle B, Section 721 (1),</p> <p>The LEA policy must meet all of the requirements included in ESSA Subtitle B, Section 722(g)(3).</p> <p>The LEA ensures that homeless children and youths shall be provided services, for which they are eligible, comparable to those offered to other students in the school,</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Current MV Policy, adopted by governing board, describes the rights of homeless students and the requirements of the LEA in serving these students.</li> <li><input type="checkbox"/> Evidence of Review and Revision of other LEA policies that create barriers to attendance, retention, credit accrual, &amp; graduation, etc. for students experiencing homelessness <ul style="list-style-type: none"> <li>-Attendance</li> <li>-Retention</li> <li>-Awarding Credits</li> <li>-Graduation</li> <li>-Student Fees</li> </ul> </li> </ul>   |   |   |    |          |

| Indicator/<br>Programs                | Citation   | Supporting Documents and<br>Resources   | Y | N | NA | Comments |
|---------------------------------------|--|---|---|---|----|----------|
|                                       | <p>including:</p> <ul style="list-style-type: none"> <li>- Transportation services</li> <li>- Special programs</li> </ul> <p>* Title I-A<br/>*Special Education<br/>* Limited English/Language Acquisition</p> <ul style="list-style-type: none"> <li>- Vocational/Technical Ed.</li> <li>- Gifted/Talented</li> <li>- School Nutrition</li> </ul> <p>ESEA Sub B § 721 (g)(4)(A-E)</p> <p>LEA must develop, review, and revise policies to remove barriers to the identification, enrollment, and retention of children and youth experiencing homelessness, including enrollment and retention due to outstanding fees, fines, or absences.<br/>42 USC § 11432(g)(1)(I)</p> | <p><input type="checkbox"/> MV Policy should address:</p> <ul style="list-style-type: none"> <li>-Rights of Homeless children and youth</li> <li>- Definitions</li> <li>- LEA MV/Homeless liaison role and responsibilities</li> <li>- Coordination with other local and state agencies/programs</li> <li>- Dissemination of education rights</li> <li>- Immediate Enrollment</li> <li>- Best Interest Determination/School Selection</li> <li>- Dispute Resolution</li> <li>- Services available/comparable</li> <li>- Provisions for awarding of full or partial credit for completed coursework</li> <li>- Elimination of barriers for full participation</li> </ul> <p>For a copy of the MV policy checklist, please visit <a href="#">the Title IX-A: Homeless Children &amp; Youths webpage</a> If you would like a sample policy, please email the state MV Coordinator – <a href="mailto:speck@sde.idaho.gov">speck@sde.idaho.gov</a></p> |   |   |    |          |
| <p>PROG 32<br/>IX-A<br/>(revised)</p> | <p><b>MV/Homeless Removing Barriers &amp; Full Participation</b></p> <p>LEA must review and revise laws, regulations, policies, <b>and practices</b> that may act as a barrier to the identification of, or the enrollment, attendance, or success in school of, children and youth experiencing homelessness. 42 USC § 11431(2)</p> <p>The LEA shall review and revise policies that may act as barriers to the enrollment of homeless children and youth. Considerations shall be given to issues concerning transportation, immunization, residency, birth certificates, school records</p>   | <p><input type="checkbox"/> Written <b>document/procedures</b> that address how the LEA removes barriers for MV students to access all academic and/or extracurricular activities.</p> <ul style="list-style-type: none"> <li>- enrollment</li> <li>- “parent” permissions for UHY</li> <li>- fee waivers</li> <li>- CTE programs</li> <li>- summer school participation</li> <li>- Advanced Placement/Placement/Dual Credit</li> <li>- Online learning/device checkout</li> </ul>  |   |   |    |          |



| Indicator/<br>Programs       | Citation   | Supporting Documents and<br>Resources   | Y | N | NA | Comments |
|------------------------------|--|---|---|---|----|----------|
|                              | and other documentation, and guardianship. Special attention shall be given to ensuring the enrollment and attendance of homeless children and youth who are not currently attending school. ESSA Subtitle B, Section 722 (g)(7)(A)(B)(C)  | For examples/templates, please visit <a href="#">the Title IX-A: Homeless Children &amp; Youths webpage</a>   |   |   |    |          |
| PROG 33<br>IX-A<br>(revised) | <p><b>MV/Homeless Notice of Educational Rights &amp; Services</b></p> <p>Public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents or guardians of such children and youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, in a manner and form understandable to the parents and guardians of homeless children and youths, and unaccompanied youths. ESSA Subtitle B §722 (g)(6)(A)(vii)</p> <p>The parents or guardians of homeless children and youth are informed of the educational and related opportunities available to the children and are provided with meaningful opportunities to participate in the education of their children. ESSA Subtitle B §722(g)(6)(A)(v)</p> <p>The parent or guardian of a homeless child, is fully informed of all transportation services, including transportation to the school of origin or is assisted in accessing transportation to the school deemed in the students’ best interest to attend. ESSA Subtitle B §722 (g)(6)(A)(viii)</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence of public notice of education rights &amp; contact information <ul style="list-style-type: none"> <li>-List of locations of posters w/ updated LEA and SDE contact information (school &amp; non-school sites)</li> </ul> </li> <br/> <li><input type="checkbox"/> Evidence of services/supports available locally for MV students &amp; families <ul style="list-style-type: none"> <li>- MV brochures</li> <li>- Family/Student Needs Assessment</li> <li>-List of local partners/referrals</li> </ul> </li> </ul> |   |   |    |          |
| PROG 34<br>IX-A              | <b>MV/Homeless School Stability &amp; Best Interest</b>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Student centered factors must be considered when determining enrollment, placement, and services for students experiencing</li> </ul>   |   |   |    |          |

| Indicator/<br>Programs                | Citation  | Supporting Documents and<br>Resources   | Y | N | NA | Comments |
|---------------------------------------|---|---|---|---|----|----------|
|                                       | <p>SCHOOL STABILITY- in determining the best interest of the child or youth the LEA shall-- (i) to the extent feasible presume that keeping the child or youth in the school of origin is in the child's or youth's best interest, except when doing so is contrary to the request of the child's or youth's parent or guardian, or (in the case of an unaccompanied youth) the youth.</p> <p>(ii) consider student-centered factors related to the child's or youth's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the child's or youth's parent or guardian or (in the case of an unaccompanied youth) the youth." ESSA Subtitle B, Section 722(3)(B)(i) &amp; (ii)</p> | <p>homelessness.</p> <ul style="list-style-type: none"> <li>- Best Interest Determination form</li> <li>- Evidence of parent input regarding placement</li> </ul> <p><input type="checkbox"/> Notification must be provided in writing regarding a child's eligibility, enrollment, school placement, etc. and the child-center factors that were considered.</p> <ul style="list-style-type: none"> <li>- Written Notification Letter (placement, eligibility, etc.)</li> </ul> <p><input type="checkbox"/> Idaho "Written Notification MV Eligibility" form</p> <p>For examples/templates, please visit: <a href="#">the Title IX-A: Homeless Children &amp; Youths webpage</a></p> |   |   |    |          |
| <p>PROG 35<br/>IX-A<br/>(revised)</p> | <p><b>MV/Homeless Dispute Resolution</b></p> <p>If a dispute arises over eligibility, or school selection or enrollment in a school—</p> <ol style="list-style-type: none"> <li>1. the child or youth shall be immediately enrolled in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals;</li> <li>2. the parent or guardian of the child or youth or (in the case of an unaccompanied youth) the youth shall be provided with a written explanation of any decisions related to school selection or enrollment made by the school, the local educational agency, or</li> </ol>  | <p><b>NOTE:</b> Even if a dispute has not occurred in the past, the LEA is required to have written procedures &amp; documents in the event a dispute/appeal occurs.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Written Dispute Resolution process/documents:</li> <li><input type="checkbox"/> - Flowchart</li> <li>- Dispute Letter</li> <li>- Parent/Student Rights</li> </ul> <p>LEA process must align with the State's MV/Homeless Education Dispute Resolution process.</p>   |   |   |    |          |

| Indicator/<br>Programs                | Citation   | Supporting Documents and<br>Resources  | Y | N | NA | Comments |
|---------------------------------------|--|--|---|---|----|----------|
|                                       | <p>the State educational agency involved, including the rights of the parent, guardian, or unaccompanied youth to appeal such decisions;</p> <p>3. the parent, guardian, or unaccompanied youth shall be referred to the local educational agency liaison designated under paragraph, who shall carry out the dispute resolution process as described in paragraph (1)(C) as expeditiously as possible after receiving notice of the dispute; and</p> <p>4. in the case of an unaccompanied youth, the liaison shall ensure that the youth is immediately enrolled in the school in which the youth seeks enrollment pending resolution of such dispute. USC 42 § 11432(g)(3)(E)(i)-(iv)</p> | <p>For examples/templates &amp; state dispute process, please visit: <a href="#">the Title IX-A: Homeless Children &amp; Youths webpage</a></p>  |   |   |    |          |
| <p>PROG 36<br/>IX-A<br/>(revised)</p> | <p><b>MV/Homeless Community Coordination &amp; Referral Efforts</b></p> <p>The LEA shall coordinate the provision of services for students experiencing homelessness with local social services agencies and shall ensure that...</p> <p>(i) Homeless families and homeless children and youths receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services; and</p> <p>(ii) Transportation, transfer of school</p>   | <p><input type="checkbox"/> Evidence of coordination &amp; collaboration between the liaison and departments/programs within the LEA: EL Migrant, Special Education, MTSS/RTI (academics &amp; behavioral supports), 21<sup>st</sup> Center/afterschool programs, counseling/credit accrual, registrars/enrollment, transportation, child nutrition – to support the needs of students experiencing homelessness</p> <ul style="list-style-type: none"> <li>- Free Lunch/MV roster</li> <li>- Communication logs</li> <li>- File transfer process</li> </ul> |   |   |    |          |

| Indicator/<br>Programs  | Citation  | Supporting Documents and<br>Resources   | Y | N | NA | Comments |
|-------------------------|---|---|---|---|----|----------|
|                         | <p>records, and other inter-district activities, with other local agencies.</p> <p>ESSA Subtitle B, Section 722(g)(6)(A)(i), (iii) &amp; (g)(6)(C)</p>  | <ul style="list-style-type: none"> <li>- Staff MV training – specific to roles/needs</li> <li>- Staff Referral documents/processes</li> <li><input type="checkbox"/> Evidence of coordination &amp; collaboration with neighboring LEAs with whom the LEA may mutually support students – transportation, records transfer, etc.</li> <li>- Inter-district Transportation Agreements</li> <li>-Communication logs</li> <li><input type="checkbox"/> Evidence of coordination &amp; collaboration with social service agencies, local non-profits, H&amp;W navigators, public health agencies, housing partners, local dentists/doctors, etc.</li> <li>- List of current Community Parents &amp; contact information</li> <li><input type="checkbox"/> Annual Calendar of activities, events, collaboration, training, etc.</li> </ul> |   |   |    |          |
| <p>PROG 37<br/>IX-A</p> | <p><b>Unaccompanied Homeless Youth (UHY)</b></p> <p>1) are enrolled in school;<br/>2) have opportunities to meet the same challenging State academic standards<br/>3) are informed of their status as independent students and that they may obtain assistance from the MV liaison to receive verification of this status for purposes of completing the Free Application of Federal Student Aid (FAFSA).</p> <p>42 USC Section 11432(g)(6)(A)(x)</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence that the UHY have been informed of their Independent Student status.</li> <li>- Written Eligibility for UHY document signed by liaison</li> <li><input type="checkbox"/> Evidence that the UHY are informed of their rights and the supports/services for which they are eligible.</li> <li>- UHY brochure</li> <li>-211 navigation</li> <li>-Self-Rescue Manual/Local Support Agencies</li> <li><input type="checkbox"/> Evidence of liaison support for the UHY to acquire the necessary documentation for enrollment and full participation, etc.</li> <li>-Birth Certificate</li> <li>-State ID Card</li> </ul>  |   |   |    |          |

| Indicator/<br>Programs | Citation  | Supporting Documents and<br>Resources   | Y | N | NA | Comments |
|------------------------|---|---|---|---|----|----------|
|                        |   | <p>-Social Security Card<br/>-etc.</p> <p>For examples/templates and links to resources, please visit: <a href="#">the Title IX-A: Homeless Children &amp; Youths webpage</a></p>   |   |   |    |          |
| PROG 38<br>IX-A        | <p><b>MV/Homeless College &amp; Career Support</b></p> <p>Homeless students receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for career and college.</p> <p>42 USC § 11432(g)(1)(K)</p> | <p>Evidence that the LEA is closing the gap between all students and students experiencing homelessness in cohort graduation rates.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence that ALL homeless students and UHY receive college and career counseling – including information regarding Career &amp; Technical Education (CTE) programs.               <ul style="list-style-type: none"> <li>-mentoring programs</li> <li>-graduation planning</li> <li>-8<sup>th</sup> grade career exploration &amp; high school planning/registration support</li> <li>-GEAR Up and Go On program participation</li> </ul> </li> <li><input type="checkbox"/> Evidence of coordination with post-secondary, adult education (GED) programs, military recruiters, employment agencies, apprentice programs, Job Corps, etc.               <ul style="list-style-type: none"> <li>-college visits</li> <li>-information fairs</li> <li>-orientation scheduling</li> </ul> </li> </ul> |   |   |    |          |
| PROG 39<br>IV-A        | <p><b>Title IV-A Needs Assessment</b></p> <p>LEAs receiving more than \$30,000 in Title IV-A funds shall conduct a comprehensive needs assessment* in order to examine needs for improvement of:</p>  | <p>Evidence that a needs assessment* was conducted, which may include the assessment itself or documentation that contributed to the needs assessment (survey results, disciplinary records, course offerings, professional development schedules, etc...).</p>   |   |   |    |          |

| Indicator/<br>Programs     | Citation  | Supporting Documents and<br>Resources   | Y | N | NA | Comments |
|----------------------------|---|---|---|---|----|----------|
|                            | <ol style="list-style-type: none"> <li>1. Access to, and opportunities for, a well-rounded education for all students;</li> <li>2. School conditions for student learning in order to create a healthy and safe school environment; and</li> <li>3. Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology</li> </ol> <p>ESSA Section 4106(d)</p> <p>(*to occur every three years)</p>   | <p>(*to occur every three years)</p>  |   |   |    |          |
| <p>PROG 40</p> <p>IV-A</p> | <p><b>Title IV-A Funding Distribution</b></p> <p>LEAs receiving more than \$30,000 in Title IV-A funds shall:</p> <ol style="list-style-type: none"> <li>1. Use not less than 20% of their allocation to develop and implement programs and activities that support access to a well-rounded education;</li> <li>2. Use not less than 20% of their allocation to foster safe, healthy, supportive and drug-free environments that support academic achievement;</li> <li>3. Use a portion of their allocation to improve the use of technology and / or data to improve the academic achievement, academic growth and digital literacy of all students.</li> </ol> <p>ESSA Sections 4107, 4108 &amp; 4109</p> | <p>Evidence of programmatic efforts reflective of the listed priorities (special programs, new / expanded course offerings, curriculum development, content alignment to standards, field trips, lesson plans, professional development, etc.) are present.</p> |   |   |    |          |

| Indicator/<br>Programs  | Citation  | Supporting Documents and<br>Resources   | Y | N | NA | Comments |
|-------------------------|---|---|---|---|----|----------|
| PROG 41<br>IV-A         | <p><b>Title IV-A Coordination and Community Partnerships</b></p> <p>Programming funded by Title IV-A are coordinated with other schools and community-based services and programs.</p> <p>ESSA Sections 4107, 4108 &amp; 4109</p>   | <p>Evidence of collaboration with other schools and community-based services and programs (memorandums of understanding, advisory board / coalition membership and meeting notes, resource-sharing among multiple schools, etc...)</p>  |   |   |    |          |
| PROG 42<br>I-A<br>III-A | <p><b>Annual Assessment for ELP</b></p> <p>All qualified EL students are annually assessed for ELP using the state approved English language proficiency assessment aligned to the state’s English language proficiency standards and the State’s academic content standards.</p> <p>ESSA Section 1111(b)(2)(G)</p> <p>ESSA Section 3113(b)(3)(B)</p> | <p><input type="checkbox"/> LEA’s written policy or procedure for verifying number and percentage of ELs tested on ELP assessments including how the LEA provides appropriate accommodations for ELs with an active IEP on the ELP assessment.</p> <p><input type="checkbox"/> List of certified ACCESS 2.0 and Alternate ACCESS proctors with corresponding WIDA assessment certificates.</p> <p><b>Onsite:</b></p> <p><input type="checkbox"/> English language proficiency assessment score reports are placed in students’ cumulative files annually.</p> <p><b>SDE Preparation:</b></p> <p><input type="checkbox"/> Review prior year’s ACCESS participation in ACCESS appeals site. (Review for students who were tested and shouldn’t have been; students who should have been tested and weren’t; check to see if Do Not Score codes were used).</p> <p><input type="checkbox"/> Evidence that LEA only administers Alternate ACCESS to ELs also participating in other alternate assessments. (SDE will check ELMS and ISEE).</p> <p>Note: Written procedure applies to all Title I-A programs even if there are no enrolled English Learners.</p> |   |   |    |          |

| Indicator/<br>Programs                | Citation   | Supporting Documents and<br>Resources   | Y | N | NA | Comments |
|---------------------------------------|--|---|---|---|----|----------|
| PROG 43<br>I-A                        | <p><b>Title I-A English Learner Annual Assessment</b></p> <p>The LEA assesses all qualified ELs on annual academic achievement assessments (in appropriate grades), and exempts first year ELs from the English Language Arts portion of the annual academic achievement assessment. ESSA Section 1111(b)(2)(B)(vii)(III); 1111(b)(3)</p>  | <p><input type="checkbox"/> LEA’s written policy or procedure for verifying Recently Arrived English Learners (L1) are exempt from participation in the English Language Art portion of the academic achievement assessment.</p> <p><input type="checkbox"/> Evidence that ELs are participating in academic achievements.</p> <p>Note: Written procedure applies to all Title I-A programs even if there are no enrolled English Learners.</p> |   |   |    |          |
| PROG 44<br>I-A<br>I-C<br>III-A<br>V-B | <p><b>Paraprofessional Schedules and Supervision</b></p> <p>Paraprofessional- an individual who is employed in a preschool, elementary school, or secondary school under the supervision of a certified or licensed teacher, including individuals employed in language instruction educational programs, special education, and migrant education. ESSA Section 1112 (c )(6)</p> <p>Paraprofessional, also known as a ‘paraeducator’ includes an education assistant and instructional assistant. ESSA Section 8101(37)</p> | <p><input type="checkbox"/> Paraprofessional schedule, including where instruction is provided and the name of the supervisor.</p> <p>Note: Each paraprofessional schedule, LEA budget &amp; expenditures, and time and effort should align for all Title programs. Ex: 50% TI-A, 20% TII-A, 30% General Funds</p> <p>Note: Include Migrant Family Liaison schedule.</p>  |   |   |    |          |
| PROG 45<br>V-B                        | <p><b>Title V-B RLIS Activities</b></p> <p>The LEA is using Title V-B funds as approved in their CFSGA application; can include any or all of the following:</p> <ol style="list-style-type: none"> <li>1. Teacher recruitment and retention, including the use of signing bonuses and other financial incentives.</li> </ol>  | <p><input type="checkbox"/> CFSGA application has been approved.</p> <p><input type="checkbox"/> Documentation which supports the implementation of activities selected by the LEA supported with RLIS funding.</p> <p><input type="checkbox"/> Expenditure reports.</p>  |   |   |    |          |



| Indicator/<br>Programs | Citation   | Supporting Documents and<br>Resources   | Y | N | NA | Comments |
|------------------------|--|---|---|---|----|----------|
|                        | <ol style="list-style-type: none"> <li>2. Teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers.</li> <li>3. Educational technology, including software and hardware, as described in Part D of title II.</li> <li>4. Parental involvement activities.</li> <li>5. Activities authorized under the Safe and Drug-Free Schools program under Part A of Title IV.</li> <li>6. Activities authorized under Part A of Title I.</li> <li>7. Activities authorized under Title III.</li> </ol> <p>ESSA Section 5222 (a)</p> |   |   |   |    |          |
| PROG 46<br>I-A<br>NEW  | <p><b>Title IA Neglected/At-Risk Set-Aside &amp; Programming</b></p> <p>A LEA shall reserve funds as necessary to provide services comparable to those provided to children in Title IA funded schools to serve</p> <p>(ii) children in local institutions for neglected children, and</p> <p>(iii) if appropriate, children in local institutions for delinquent and neglected or delinquent children in community day programs.</p> <p>ESSA 1113 (c)(3)(A)(ii, iii)</p>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> List of all qualifying Neglected facilities and contact information for programs located within the district’s geographical boundaries</li> <li><input type="checkbox"/> Annual Fall Count forms submitted for qualifying sites.</li> <li><input type="checkbox"/> Neglected “Title IA type” Services Consultation: Evidence that the LEA annually contacts officials of all neglected sites within their boundaries to determine participation and services.</li> <li><input type="checkbox"/> Copy of completed “Title IA Neglected: Intent to Participate Form” signed by both district and neglected facility officials and submitted to the State Department of Education via the CFSGA.</li> <li><input type="checkbox"/> Approved CFSGA Neglected/At-risk program plan.</li> </ul> |   |   |    |          |

## FAMILY AND COMMUNITY ENGAGEMENT (FACE)

[Family & Community Engagement](#) webpage

| Indicator/<br>Programs | Citation  | Supporting Documents and<br>Resources  | Y | N | NA | Comments |
|------------------------|---|--|---|---|----|----------|
| FACE 1<br>I-A          | <p><b>Title I-A Parent Notification of Teacher Qualifications</b></p> <p>At the beginning of each school year, the local educational agency (LEA) notified families/ parents in all Title I-A served buildings that they may request information regarding the professional qualifications of students' classroom teachers. ESSA Section 1112(e)</p> <p>*A second notice requirement for a child who is assigned/taught by a teacher over four or more consecutive weeks that does not meet state licensure requirements at grade/subject level. ESSA Section 1112(e)(1)(B)(ii)</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Samples of family/parent notification for each Title I-A building, in multiple languages as practicable.</li> <li><input type="checkbox"/> <a href="#">Sample Parent Notification for Teacher Qualifications</a> is located under Files for Parent Involvement on the Title I-A webpage</li> </ul> |   |   |    |          |
| FACE 2<br>I-A          | <p><b>Title I-A Parent Notification of Academic Assessments</b></p> <p>The LEA ensures that each participating school provides to individual families/parents information on the level of achievement of the parent's child in each of the State's academic assessments as required. ESSA Section 1111(c)(4)(A)</p>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Sample of redacted individual student reports</li> <li><input type="checkbox"/> Dated cover letter sent with the report OR DRC Parent Brochure and Report</li> </ul>   |   |   |    |          |
| FACE 3<br>I-A          | <p><b>Title I-A LEA Family Engagement Policy</b></p> <p>The LEA family engagement policy is developed with families/ parents, agreed upon by families/ parents, and distributed to all families/parents. The policy must describe how the LEA will:</p>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Copy of policy</li> <li><input type="checkbox"/> Evidence of an annual review with family/parent engagement such as: notification of meetings, list of attendees,</li> </ul>   |   |   |    |          |

| Indicator/<br>Programs | Citation  | Supporting Documents and<br>Resources  | Y | N | NA | Comments |
|------------------------|---|--|---|---|----|----------|
|                        | <ul style="list-style-type: none"> <li>• Develop a Title I Plan</li> <li>• Build capacity to improve academic achievement</li> <li>• Coordinate with other programs</li> <li>• Include evidence based strategies</li> <li>• The policy has been reviewed annually</li> </ul> <p>ESSA Section 1116 (a)</p>   | <p>minutes of meetings, agendas, and parent comments</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The policy reflects an annual review date by the LEA board (Board minutes or current review date on policy.)</li> <li><input type="checkbox"/> Evidence that the policy is distributed to parents (LEA website, newsletter, handbook, etc.)</li> </ul>  |   |   |    |          |
| FACE 4<br>I-A          | <p><b>Title I-A School Family Engagement Plan</b></p> <p>Each school building has a parent and family engagement policy (plan). The written policy (plan) must describe how the school will carry out the parent/family engagement activities. The plan is made available to the local community and is updated periodically to meet the changing needs of parents and the school ESSA Section 1116 (b)</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Copy of building parent/family engagement policy (plan) that will provide families/parents with all of the following required components: timely information about programs, shared responsibilities for high student academic achievement, address the importance of communication between teachers and parents, frequent reports to parents on their child’s progress, and provide materials and training to help parents work with their child</li> <li><input type="checkbox"/> Evidence of dissemination to families and communities</li> <li><input type="checkbox"/> Evidence of plan review process taking place (recommend annual review) with families and parents playing an active participant role</li> </ul> |   |   |    |          |
| FACE 5<br>I-A          | <p><b>Title I-A School-Parent Compact</b></p> <p>Each Title I school jointly develops with families/parents for all children served under Title I, a school - parent compact. School distributes compact to parents annually. ESSA Section 1116 (d)</p>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence that the Compact contains required elements and is collaboratively written and distributed annually</li> </ul> <p><a href="#">School-Parent Compact Template</a> is located under Files on the Family &amp; Community Engagement webpage</p>  |   |   |    |          |
| FACE 6<br>I-A          | <p><b>Title I-A Requirement- Annual Meeting</b></p>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide a copy of meeting notification(s), agenda, meeting notes/minutes, and sign-</li> </ul>   |   |   |    |          |

| Indicator/<br>Programs | Citation   | Supporting Documents and<br>Resources  | Y | N | NA | Comments |
|------------------------|--|--|---|---|----|----------|
|                        | An annual meeting is convened to which all parents of students in a schoolwide program and participating students in a targeted assistance program are invited to inform parents of their school's participation in Title I and to explain Title I requirements and the right of parents to be involved. ESSA Section 1116 (c) | in/attendance list. Include parental comment and input to meeting notes.   |   |   |    |          |
| FACE 7<br>I-A          | <p><b>Title I-A Building Capacity through Parent Engagement</b></p> <p>Assistance, materials, and training have been provided specifically to Title I-A families to help build capacity for their engagement. ESSA Section 1116 (a)(3)(B)</p>  | <input type="checkbox"/> Description and timeline of activities including copies of materials, training agendas, sign-in sheets, etc.<br><input type="checkbox"/> Evidence that schools provide assistance to families/ parents in understanding content and achievement standards, assessments, and how to monitor their child's progress<br><input type="checkbox"/> Evidence that parents and families are provided materials and training to help their children succeed in school, such as literacy training and using technology |   |   |    |          |
| FACE 8<br>I-A          | <p><b>Title I-A Parent and Family Engagement Set-Aside</b></p> <p>The LEA reserves no less than 1% of its Title I-A allocation (if ≥ \$500,000) for parent and family engagement activities, including promoting family literacy and parenting skills. ESSA Section 1116(a)(3)(A)</p>  | <input type="checkbox"/> CFSGA Budget Page<br><input type="checkbox"/> Evidence that funds are used to promote parent and family engagement<br><input type="checkbox"/> Title I-A set aside and budget pages<br><p>Note- Must include at least one of the following activities:</p> <p>Providing professional development regarding parent and family engagement strategies</p> <p>Supporting programs that reach parents and families</p> <p>Disseminating information on best practices focused on parent and family engagement</p>  |   |   |    |          |

| Indicator/<br>Programs | Citation  | Supporting Documents and<br>Resources  | Y | N | NA | Comments |
|------------------------|---|--|---|---|----|----------|
|                        |   | <p>Collaborating with organizations with a record of success in improving parent and family engagement</p> <p>Engaging in other activities and strategies that are appropriate and consistent with the LEA parent and family engagement policy</p> <p>(Not applicable if allocation is <math>\geq</math> and no Parent and Family Engagement Set-Aside.)</p>     |   |   |    |          |
| FACE 9<br>I-A          | <p><b>Title I-A Family Engagement Fund Distribution</b></p> <p>The LEA distributes at least 90% of family/parental engagement funds to participating schools. ESSA Section 1118(a)(3)(C)</p>  | <p>School level budget report for each participating school indicates an allocation from the LEA for family/parent engagement activities.</p> <p>(Not applicable if no Parent and Family Engagement Set-Aside.)</p>  |   |   |    |          |
| FACE 10<br>I-A         | <p><b>Title I-A Parent Involvement in Engagement Plan Use of Funds</b></p> <p>Parents of children receiving services are involved in the decisions regarding how parent and family engagement funds are allotted for parent and family engagement activities. ESSA Section 1116 (a)(3)(B)</p>   | <p><input type="checkbox"/> Meeting agenda, notes/minutes, and sign-in/attendance sheet.</p> <p><input type="checkbox"/> Copy of survey, if applicable</p> <p>(Not applicable if no Parent and Family Engagement Set-Aside.)</p>   |   |   |    |          |
| FACE 11<br>I-C         | <p><b>Title I-C Parent Advisory Council</b></p> <p>District and regional parent advisory councils (PACs) fulfill their responsibilities by:</p> <ul style="list-style-type: none"> <li>Establishing migrant education program goals, objectives, and priorities based on reviewing the comprehensive needs assessment, service delivery plan, and district MEP activities</li> </ul> <p>Advise district in planning district program activities, 1304(c)(3) and 1306(a)(1)(B)(ii)</p> | <p>Evidence that migrant parents are involved in the planning, implementation and evaluation of the program including:</p> <p><input type="checkbox"/> List of PAC members</p> <p><input type="checkbox"/> Notices of meetings, invitations and correspondence in English and Spanish</p> <p><input type="checkbox"/> Sign-in/attendance list of PAC members</p> |   |   |    |          |

| Indicator/<br>Programs | Citation  | Supporting Documents and<br>Resources  | Y | N | NA | Comments |
|------------------------|---|--|---|---|----|----------|
|                        |   | <input type="checkbox"/> Agenda and minutes of PAC meetings in English and Spanish with evidence of parents providing program advice/feedback  |   |   |    |          |
| FACE 12<br>I-A         | <p><b>Title I-A Parent Notification of LIEP Placement</b></p> <p>Parents have been informed of their child’s placement into a Language Instruction Educational Program (LIEP) within 30 days if enrolling at the beginning of the school or 2 weeks in the middle of the school year. Parents have been informed regarding their right to withdraw the child from a program upon their request, and to decline enrollment or choose another program or method of instruction.</p> <p>ESSA Section 1112(e)(3)(A-B)</p> | <input type="checkbox"/> LIEP waiver form in cumulative files for English Waived (EW) students (as applicable).<br><br>(Upload template or redacted form. Onsite file review also.)<br><br><input type="checkbox"/> Parent Notifications are in student cumulative folders and contain all required components: <ul style="list-style-type: none"> <li>○ Reason for identification</li> <li>○ Current ELP level and how it was assessed</li> <li>○ Current academic achievement scores</li> <li>○ Method of EL instruction and how it will meet the educational strengths of the child to meet EL and academic proficiency</li> <li>○ Exit requirements &amp; graduation year</li> <li>○ Coordinate supports if also on an IEP</li> </ul> (Upload template or redacted form. Onsite file review also.)<br><br>Note: This indicator applies to all Title I-A programs even if there are no enrolled English Learners. |   |   |    |          |
| FACE 13<br>I-A         | <p><b>Title I-A Parent Notification Format</b></p> <p>The LEA ensures that the notifications sent to parents are in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. ESSA Section 1112(e)(4)</p>   | <input type="checkbox"/> Copies of letters sent to parents in English and other applicable language(s) (i.e district/school/classroom policy/procedures, newsletters, permission forms).<br><br><input type="checkbox"/> Copies of Interpreter Confidentiality Agreements (if available).<br><br>Note: This indicator applies to all Title I-A programs even if there are no enrolled English Learners.  |   |   |    |          |

| Indicator/<br>Programs | Citation   | Supporting Documents and<br>Resources  | Y | N | NA | Comments |
|------------------------|--|--|---|---|----|----------|
| FACE 14<br>I-A         | <p><b>Title I-A Outreach to Families of English Learners</b></p> <p>The LEA ensures that it implements an effective means of outreach to parents of English Learners regarding their education. ESSA Section 1112(e)(3)(C)</p>   | <p><input type="checkbox"/> Evidence of LEA’s commitment to involving parents of English Learners (i.e. district policy, family/parent engagement policy, mission statements).</p> <p><input type="checkbox"/> Evidence of outreach invitations:</p> <p><b><u>Signed attendance sheets with parents of English Learners clearly identified/highlighted.</u></b></p> <p>Other examples of evidence outreach <b>may</b> include meeting minutes, PowerPoint presentations, survey samples and overall results, copies of call logs, home visits and notes from these interactions.</p> <p>Note: This indicator applies to all Title I-A programs even if there are no enrolled English Learners.</p> |   |   |    |          |
| FACE 15<br>III-A       | <p><b>Title III-A Family Engagement</b></p> <p>LEAs are required to provide or strengthen and increase parent, family, and community engagement in programs that serve ELs using Title III funds. ESSA Section 3111(b)(2)(D)(iv)</p>   | <p><input type="checkbox"/> Evidence of outreach invitations (e.g. copies of call logs, home visits, invitations, flyers)</p> <p><input type="checkbox"/> Signed attendance sheets with parents of English Learners clearly identified/highlighted.</p> <p><input type="checkbox"/> Meeting agenda and minutes.</p> <p>Observable evidence of the LEA’s Title III Plan (CFSGA).</p>  |   |   |    |          |
| FACE 16<br>III-A       | <p><b>Title III-A Developing ELD Program</b></p> <p>Parents, LEA and higher education staff, and community agencies/groups participate in developing and implementing ELD program plan. If applicable, coordinate with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start, and other early childhood education providers. ESSA Section 3116(b)(2)(C)(D)</p> | <p><input type="checkbox"/> Evidence of outreach invitations (e.g. email invitations, flyers)</p> <p><input type="checkbox"/> Meeting agendas and minutes.</p> <p>Signed attendance sheets with participant names and roles/affiliations.</p>  |   |   |    |          |

## SCHOOL IMPROVEMENT (SI)

| Indicator/<br>Programs | Citation   | Supporting Documents and Resources   | Y | N | NA | Comments |
|------------------------|--|--|---|---|----|----------|
| SI 1<br>I-A            | <p><b>School Improvement Requirements</b></p> <p>The LEA complies with the requirements for School Improvement. ESSA Section 1003</p> <p>Comprehensive Support and Improvement (CSI) schools are identified every three years. (CSI Up and CSI Grad)</p> <p>Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI) schools are identified annually.</p> | <p><b>Onsite:</b></p> <p><input type="checkbox"/> Principal interview</p> <p>Documentation for all of the following is required:</p> <p>Evidence of a School Improvement Plan for all CSI Up, CSI Grad, TSI and ATSI schools.</p> <p><input type="checkbox"/> CSI Up and CSI Grad plans submitted by the LEA and approved by the SDE through the Schoolwide/Improvement Plan app (SWIP).</p> <p><input type="checkbox"/> TSI and ATSI plans submitted to the LEA and monitored by the LEA. (May use SWIP or LEA approved document.)</p> <p>Note:</p> <p>An approved SWIP for CSI Up and/or CSI Grad meet the School Improvement Plan requirements. TSI and ATSI plans must meet ESSA School Improvement requirements.</p> <p>ATSI/TSI Plan Requirements:</p> <ol style="list-style-type: none"> <li>1. Develop and implement a plan (can use SWIP Tool, but not required) involving stakeholders that include principals and other school leaders, teachers and parents.</li> <li>2. Improve student outcomes based on indicators in the statewide accountability system for each subgroup of students that was the subject of notification</li> <li>3. Is informed by all indicators, including performance against long-term goals</li> <li>4. Includes evidence-based interventions</li> <li>5. Identify resource inequities (ATSI only)</li> </ol> |   |   |    |          |



| Indicator/<br>Programs | Citation | Supporting Documents and Resources  | Y | N | NA | Comments |
|------------------------|----------|---|---|---|----|----------|
|                        |          | <p>6. Is monitored, upon submission and implementation, by the LEA</p> <p>7. Results in additional action following unsuccessful implementation after a number of years determined by the LEA</p> <p>ESEA Section 1111(d)(2)(B-C)</p> |   |   |    |          |

## QUALIFICATIONS- TEACHER & PARAPROFESSIONAL (Q)

| Indicator/<br>Programs                                       | Citation   | Supporting Documents and Resources   | Y | N | NA | Comments |
|--|--|--|---|---|----|----------|
| <p>Q 1</p> <p>I-A</p> <p>I-C</p> <p>III-A OCR</p> <p>V-B</p> | <p><b>Teacher and Paraprofessional Requirements</b></p> <p>The LEA will ensure that all teachers and paraprofessionals working in a program supported with Title I funds meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. ESSA Section 1111 (g)(2)(J)</p> <p>Idaho Code 33-1201</p> <p>This also includes teachers qualified and certified to teach ELD students:</p> <p>LEAs must hire teachers qualified and certified to teach ELD students, or support unqualified staff as they work towards obtaining the qualifications within a reasonable period of time.</p> <p>Title VI of the Civil Rights Act of 1964</p> | <p><input type="checkbox"/> Schoolwide: List of all instructional paraprofessionals, regardless of funding source, noting how the paraprofessionals meet the paraprofessional requirements.</p> <p><input type="checkbox"/> Targeted Assistance: List of all teachers and paraprofessionals working in a Title I Targeted Assistance program, noting how the staff members meet the state qualifications, certification and licensure requirements.</p> <p>NOTE: This is applicable to all Schoolwide Programs and Targeted Assistance Schools. All teachers and paraprofessionals must meet applicable state certification and licensure requirements.</p> <p>For information on teacher certification, visit the <a href="#">Certification &amp; Professional Standards webpage</a></p> <p>For information on paraprofessional requirements, visit the <a href="#">Title I-A: Improving Basic Programs webpage</a> under files&gt; Professional Qualifications for Paraprofessionals</p> |   |   |    |          |

| Indicator/<br>Programs | Citation   | Supporting Documents and Resources  | Y | N | NA | Comments |
|------------------------|--|---|---|---|----|----------|
|                        |  | <p>EL Program:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence of funding source.</li> <li><input type="checkbox"/> Bilingual or ESL endorsement, or university transcripts for educators earning their EL endorsement, who are providing Language Instruction Educational Program (LIEP) services.</li> <li><input type="checkbox"/> Evidence that a certified EL Teacher oversees paraprofessionals' instruction. (e.g. meeting logs for co-planning time).</li> </ul> <p><b>SDE Preparation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher Certification review</li> </ul> <p><b>Onsite:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Paraprofessionals file review</li> </ul> |   |   |    |          |
| Q 2<br>I-A             | <p><b>Title I-A Equity in Teacher Assignments</b></p> <p>The LEA ensures that low income and minority students are not taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. ESSA Section 1112(b)(2)</p> | <p><b>SDE preparation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> SDE will run a report by school of ineffective, inexperienced, and out-of-field teachers.</li> <li><input type="checkbox"/> Evidence of incentives for voluntary transfers, provision of professional development, recruitment programs and other effective strategies that are used to address any gaps where low-income students and minority students are taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.</li> </ul>  |   |   |    |          |

# TRANSPARENT ACCOUNTABILITY

## FISCAL ACCOUNTABILITY (FA)

| Indicator/<br>Programs                             | Citation   | Supporting Documents and Resources   | Y | N | NA | Comments |
|--|--|--|---|---|----|----------|
| FA 1<br>I-A<br>I-C<br>II-A<br>III-A<br>IV-A<br>V-B | <p><b>Written Policies and Procedures</b></p> <p>Pursuant to EDGAR, some of the policies and procedures MUST be in writing:</p> <ul style="list-style-type: none"> <li>• Cash Management and Payment Systems and Internal Control</li> <li>• Allowable Costs</li> <li>• Time and Effort</li> <li>• Procurement</li> <li>• Record Retention and Privacy Protection</li> </ul> <p>Uniform Guidance (2 C.F.R. 200.302 (6), 200.302 (7), 200.430, 200.318)</p> | <p>Evidence that the LEA has a manual that sets forth the policies and procedures used by the LEA to administer federal funds.</p> <ul style="list-style-type: none"> <li>• <b>Cash Management and Payment Systems:</b><br/>The LEA has internal controls in place that identify in writing: 1) who tracks expenditures; 2) who draws down funds from the GRA; 3) who deposits the checks. The LEA has an internal accounting system process that identifies obligations, unobligated balances and interest earned, and how these are tracked (e.g., excel or carryover calculator). For all grants, source (original source) documents are kept: Federal Awards CFDA; Federal Award ID number; Authorization (the process of giving someone permission to do or have something); <b>Important Note:</b> Generally, an LEA should not earn interest because LEAs receive payments from the SDE on a reimbursement basis.</li> <li>• <b>Allowable Costs</b>, including employees' travel reimbursement process (manuals).</li> <li>• <b>Time and Effort requirements:</b> All employees who are paid in full or in part with federal funds must keep specific documents to demonstrate the amount of time they spent on grant activities. Types of Documents: 1) Semi-annual</li> </ul> |   |   |    |          |

| Indicator/<br>Programs | Citation                              | Supporting Documents and Resources  | Y | N | NA | Comments |
|------------------------|---------------------------------------|---|---|---|----|----------|
|                        |                                       | <p>certification (single cost objective 100%); 2) Personnel Activity Reports (PARs) (multiple cost objectives); 3) Substitute system (multiple cost objectives with predetermined, set schedule). Payroll charges must match the actual distribution of time recorded.</p> <ul style="list-style-type: none"> <li>• <b>Procurement and Inventory:</b> Management and disposition of equipment and supplies purchased using Federal funds. For example, 1) process preformed when inventory is received; 2) process describing what type of property is tagged and what position/office performs the tagging; 3) process to adjust the inventory records in the event the property is sold, lost, or stolen, or cannot be repaired; and 4) process describing how the physical inventory is performed.</li> <li>• <b>Record Retention and Privacy Protection:</b> Both paper and electronic. The procedure includes reasonable safeguards for ensuring that the records are not altered and stored for at least 6 years.</li> <li>• (2 C.F.R. § 200.302 (6)), (2 C.F.R. § 200.302 (7)), Uniform Guidance 2 CFR Part 200.430. <b>(2 C.F.R. § 200.318)</b></li> </ul> <p>Suggested template is available at <a href="#">the Funding &amp; Fiscal Accountability webpage</a> under Time and Effort Certification.</p> |   |   |    |          |
| FA 2                   | <b>Budget and Accounting Systems:</b> | <b>Attach:</b>  |   |   |    |          |

| Indicator/<br>Programs   | Citation   | Supporting Documents and Resources  | Y | N | NA | Comments |
|--|--|---|---|---|----|----------|
| I-A<br>I-C<br>II-A<br>III-A<br>IV-A<br>V-B<br>IX-A<br>(SI-CSI) | <p>The LEA's accounting systems must track and report all Federal grants <i>allocations</i> (budgets) and expenditures separate from State and Local Funds. Each Federal program must have its own proper IFARM (function) code and each programs' actual allocation must align to the CFSGA.</p> <p>ESSA Section 1113 (a) (3). Uniform Guidance 2 C.F.R. 200.302.</p>   | <p>Most Current School Year:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Detailed Budget Report or Revenue &amp; Expenditures Report.</b> Revenue/budget has to match the CFSGA's allocation for that year. This report should also include categories (salaries, operating costs).</li> <li><input type="checkbox"/> <b>Title I-A Only:</b> Budget report by building. <b>Note:</b> This is to review the Title I-A allocations to schools ranking order. The LEA's budget breakdown per school must be consistent with the CFSGA, Title I-A allocation to schools' tab.</li> <li><input type="checkbox"/> <b>Title I-A Homeless Set-Aside:</b> Budget report breakdown should reflect the amount set-aside in the CFSGA to support MV program/students.</li> </ul>     |   |   |    |          |
| FA 3<br>I-A<br>I-C<br>II-A<br>III-A<br>IV-A<br>V-B<br>IX-A     | <p><b>Cost Principles and Allowable Use of Funds:</b></p> <p>Expenditures maintained at the LEA for <b>each</b> Federal program are-</p> <ul style="list-style-type: none"> <li>• <b>Allowable</b> and approved activities.</li> <li>• <b>Supplement Not Supplant</b> state and local funds. <b>Note:</b> Supplement/not supplant for Title I-A has its own indicator (FA 6)</li> <li>• <b>Necessary, reasonable and allocable</b></li> <li>• <b>Conform</b> with the Federal law and grant terms, consistent with State and local policies, consistently treated as either direct cost or an</li> </ul> | <p><b>Attach the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Detailed Ledger Report. This report should include detailed expenditure transactions: type of expense, vendor name, date and amount.</li> <li><input type="checkbox"/> Gross Pay by Code Report. This report should include positions, names, and amounts.</li> <li><input type="checkbox"/> List of all staff, <b>including FTEs and funding sources</b>. Required: Copy of staff breakdown-available at the <a href="#">Federal Programs Monitoring webpage</a>.</li> <li><input type="checkbox"/> For Title III: Assurance (statement or evidence) that no more than 2% of current year's allocation is used for administrative purposes, includes both direct and indirect costs</li> </ul> |   |   |    |          |

| Indicator/<br>Programs | Citation  | Supporting Documents and Resources  | Y | N | NA | Comments |
|------------------------|---|---|---|---|----|----------|
|                        | <p>indirect cost, in accordance with GAAP</p> <p>ESSA Sections 1003, 1112,1118(b), 2103, 2301, 3116. Uniform Guidance 2 CFR Part 200, Subpart E.</p> <p><b>State EL:</b></p> <p>The core ELD instructional program provided to English Learners is paid for with State and local funds in order to meet <i>Castañeda and Lau</i> requirements,(Identification, screening, placement). Idaho Code 33-1617; ESSA Section 3115(g)</p> <p><b>Title III</b></p> <p>The LEA has reserved not more than two percent of its allocation for the direct administration of the Title III-A. ESSA Section 3115(b)</p> <p><b>Migrant:</b></p> <p>If the LEA houses a Migrant Regional ID&amp;R Coordinator, also include all budget information for this position.</p> | <p><b>Onsite Interview:</b></p> <p><input type="checkbox"/> Onsite interview with the business manager.</p> <p><input type="checkbox"/> Onsite interview with the program staff if applicable.</p> <p><b>*Important Notes:</b></p> <ol style="list-style-type: none"> <li>1. If a school in the district has a School Improvement Grant (SIG), include a budget with expenditures related to the grant.</li> <li>2. For Title III-A, an LEA may use no more than 2% of its Title III funding for only direct administrative costs, ESSA Section 3115(b).</li> </ol> |   |   |    |          |
| FA 4<br>I-C            | <p><b>Migrant Allowable Use of Funds</b></p> <p>The LEA uses Title I-C funds only to support programs and projects outlined in the State Service Delivery Plan. ESSA Section 1304(c)(1)</p>   | <p><input type="checkbox"/> Detailed schedule(s) for migrant funded staff, including time designated for migrant duties.</p> <p><input type="checkbox"/> Job description(s) for migrant funded staff.</p>   |   |   |    |          |
| FA 5<br>III-A          | <p><b>Title III-A Allowable Use of Funds</b></p> <p>The LEA uses only State or local funds for costs of staff, materials or equipment related to initial identification, screening, placement, and annual English Language Proficiency assessment of English Learners</p>   | <p><input type="checkbox"/> Records/evidence that materials, and equipment related to initial identification, placement, and annual ACCESS 2.0 administration for English Learners are paid for with State EL &amp; local funding.</p> <p><b>*Federal funds may <u>not</u> be used for initial identification and placement and annual</b></p>  |   |   |    |          |

| Indicator/<br>Programs                             | Citation   | Supporting Documents and Resources   | Y | N | NA | Comments  |
|--|--|--|---|---|----|---|
|  | in a core Language Instruction Educational Program (LIEP). ESSA Section 3115(g).   | <b>English language proficiency assessment administration of English Learners in a core ELD program.</b>   |   |   |    |   |
| FA 6<br>I-A  | <p><b>Title I-A Supplement Not Supplant Test</b></p> <p>The new Title I-A supplanting test focuses on methodology rather than identification of individual costs. Under ESSA, LEAs must demonstrate that the methodology used to allocate state and local funds to each school receiving Title I funds ensures that each school receives all of the state and local funds it would otherwise receive if it were not receiving Title I funds.</p> <p>ESSA Section 1118 (b) (2).</p> | <p>The LEA’s methodology will have to describe how the distribution of its general state and local funds to each school is neutrally determined. It may be-</p> <ul style="list-style-type: none"> <li>• methodology based on enrollment and grades, or</li> <li>• methodology based on enrollment and subgroups of students, or</li> <li>• other - please describe (i.e., based on FTE’s, combination of grades and subgroups of students)</li> </ul> <p>The State Department of Education (SDE) cannot prescribe a particular methodology (process, method, logic, etc.). However, several Idaho LEAs have shared their methodology with the SDE. We are sharing the examples as suggested approaches, but are not mandating that LEAs implement either sample methodology.</p> <p>Note: This indicator does not apply to LEAs with only one school.</p> |   |   |    | <ul style="list-style-type: none"> <li>•</li> </ul> |
| FA 7<br>I-A<br>I-C<br>II-A<br>III-A<br>IV-A<br>V-B | <p><b>CPA Audit</b></p> <p>The LEA has had an audit of federal programs and audit findings have been addressed.</p> <p>Uniform Guidance 2 CFR Part 200 Subpart F (Former OMB A-133)</p>  | <p><input type="checkbox"/> CPA Audit reviewed by the SDE staff in collaboration with the School Finance Department.</p> <p><input type="checkbox"/> Evidence that Section III, Federal Award Program Audit findings have been addressed.</p> <p>Evidence that reasonable controls are in place (i.e. more than one signature for the purchase order process; general ledger &amp; journal entry functions are prepared by someone different than the person who reconciles and deposits revenues, etc.) for any Federal Award Program.</p>  |   |   |    |   |

| Indicator/<br>Programs                             | Citation   | Supporting Documents and Resources   | Y | N | NA | Comments |
|--|--|--|---|---|----|----------|
| FA 8<br>I-A<br>I-C<br>II-A<br>III-A<br>IV-A<br>V-B | <p><b>Physical Inventory</b></p> <p>A physical inventory of the property must be taken annually.</p> <p>The LEA has a current inventory process of any equipment and electronics purchased with ESEA Federal funds and CARES Act Federal funds</p> <p>Definitions:</p> <p><u>Equipment</u>: tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the District for financial statement purposes or \$5,000.</p> <p><u>Supplies</u>: tangible personal property other than those described in Uniform Guidance 2 CFR Part 200.33 Equipment. A computing device is a supply if the acquisition cost is less than the lesser of the capitalization level established by the District for financial statement purposes or \$5,000, regardless of the length of its useful life.</p> <p><u>Computing devices</u>: machines used to acquire, store, analyze, process, and publish data and other information electronically, including accessories for printing, transmitting and receiving, or storing electronic information</p> <p>Uniform Guidance 2 CFR Parts 200.1, 200.313</p> | <p><b>LEAs that use ESEA Federal funds and CARES Act Federal funds to purchase equipment and electronics:</b></p> <p><b>Attach the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence that the LEA performed an annual physical inventory of the property purchased with ESEA Federal funds and CARES Act Federal funds.</li> <li><input type="checkbox"/> Evidence showing that each equipment and computing device purchased with Federal funds includes the following information:               <ul style="list-style-type: none"> <li><input type="checkbox"/> Serial number or other identification number;</li> <li><input type="checkbox"/> Source of funding for the property;</li> <li><input type="checkbox"/> Who holds title;</li> <li><input type="checkbox"/> Acquisition date and cost of the property;</li> <li><input type="checkbox"/> Percentage of Federal participation in the project's costs for the Federal award under which the property was acquired;</li> <li><input type="checkbox"/> Location, use and condition of the property; and</li> <li><input type="checkbox"/> Any ultimate disposition data including the date of disposal and sale price of the property</li> </ul> </li> <li><input type="checkbox"/> (Migrant Only) Migrant inventory to include device purchased for eCOE.</li> </ul> <p><b>LEAs that don't use ESEA Federal funds and CARES Act Federal funds to purchase equipment and electronics:</b></p> <p><b>Note:</b> Even if an LEA did not purchase equipment with Federal funds, a sample of the most current inventory list (State or other funds) must be provided, unless the LEA has a written policy</p> |   |   |    |          |



| Indicator/<br>Programs  | Citation  | Supporting Documents and Resources  | Y | N | NA | Comments |
|---|---|---|---|---|----|----------|
|   |   | restricting the use of Federal funds for equipment or electronics.<br><br><b>All LEAs</b><br><br><b>Note:</b> The State Department of Education hereby recommends that the LEAs maintain five years and one audit year to comply for their record retention schedule for all federal fiscal and programmatic records, which is a total of six (6) years.  |   |   |    |          |
| FA 9<br><br>I-A   | <b>Comparability</b><br><br>The LEA meets comparability requirements. ESSA Section 1118(c)  | <b>SDE Preparation</b><br><br><input type="checkbox"/> Copy of Comparability Report sent to SDE (no upload needed for Federal Programs Monitoring)<br><br>See Comparability resources under Files> Fiscal Compliance at<br><br><a href="http://sde.idaho.gov/federal-programs/funding/">http://sde.idaho.gov/federal-programs/funding/</a>  |   |   |    |          |
| FA 10<br><br>I-A<br><br>I-C<br><br>II-A<br><br>III-A<br><br>IV-A<br><br>V-B | <b>Time and Effort</b><br><br>Charges to Federal awards for salaries and wages, including stipends, must be based on records that accurately reflect the work performed.<br><br>All employees who are paid in full or in part with federal funds must keep documents (known as time and effort records) to demonstrate the amount of time they spent on grant activities.<br><br>Uniform Guidance 2 CFR Part 200.430, 200.403(a). | <b>REVIEWERS:</b> Look for documentation that includes/supports all of the following components:<br><br><b>LEAs: Attach the following:</b><br><br>Actual signed (after the fact) Time and Effort documentation for salaries and wages, including stipends.<br><br>These documents (time and effort certifications) must be signed after the fact.<br><br><input type="checkbox"/> Semi-annual certification: (single cost objective 100%). Good practice: Twice a year.<br><input type="checkbox"/> Personnel Activity Reports (PARs) (multiple cost objectives). At least quarterly.<br><input type="checkbox"/> Substitute system (similar to semi-annuals but for multiple cost objectives with predetermined, set schedule). Good practice: twice a year. |   |   |    |          |

| Indicator/<br>Programs                              | Citation  | Supporting Documents and Resources  | Y | N | NA | Comments |
|---|---|---|---|---|----|----------|
|   |   | <p><b>Note for PARs only:</b> After the Time &amp; Effort certifications are collected, it is critical for the LEA to reconcile budgeted hours (percentages) vs actual hours and perform journal entries, if necessary.</p> <p>See Time and Effort resources under Files&gt; Fiscal Compliance at</p> <p><input type="checkbox"/> <a href="http://sde.idaho.gov/federal-programs/funding/">http://sde.idaho.gov/federal-programs/funding/</a></p>                       |   |   |    |          |
| FA 11<br>I-A<br>I-C<br>II-A<br>III-A<br>IV-A<br>V-B | <p><b>Record Retention</b></p> <p>The LEA maintains original records for a period of 6 years. If records are electronic, there is no need to create and retain paper copies. Both types of records may be subject to periodic quality control reviews. Uniform Guidance 2 CFR 200.334.</p> <p><b>Definition:</b> The original record is the record that remains in the same content, context, and structure that it was created the day it was used, based on the LEA's policy. If an LEA's policy is to obtain actual signatures on all Purchase Orders (POs), then all documents with original signatures must be filed and stored. If the policy allows electronic POs with digital signatures, then all electronic POs must be saved on a shared drive.</p> | <p>Evidence that the LEA maintains all records related to grants as required for a period of six years (5 plus 1 audit year).</p> <p><input type="checkbox"/> <b>Attach:</b> The LEA has the GAN (Grant Acknowledgement Notification) on file or knows where to access it in the GRA.</p> <p><input type="checkbox"/> <b>Attach:</b> A sample of any record (invoice, PO etc..) from 6 fiscal years ago. For example, 2018-19 monitoring: attach 2012-2013 invoice)</p> |   |   |    |          |
| FA 12<br>IX-A                                       | <p><b>Determining Homeless Set-Aside</b></p> <p>The LEA shall reserve Title I-A funds as are necessary to provide services comparable to those provided to children in public funded schools to homeless children and youths to assist them to effectively take advantage of educational opportunities.</p>   | <p><input type="checkbox"/> Title I-A Budget page – Homeless Education set-aside amount must be sufficient to provide services to homeless child and youth and is based on:</p> <p style="padding-left: 40px;">a. a Needs Assessment;</p> <p style="text-align: center;">or</p>   |   |   |    |          |

| Indicator/<br>Programs | Citation  | Supporting Documents and Resources  | Y | N | NA | Comments |
|------------------------|---|---|---|---|----|----------|
|                        | <p>This reservation requirement is not formula driven. The method of determination of such funds shall be determined;</p> <ul style="list-style-type: none"> <li>a. based on the total Title I-A allocation received by the LEA; and</li> <li>b. prior to any allowable expenditure or transfers by the LEA.</li> </ul> <p>Funds may be used to provide homeless children and youth, who attend Title I and non-Title I, schools services not ordinarily provided to other students, i.e. funding for Homeless liaison, transportation, fees, etc. ESSA 1113(c)(3)(A)&amp;(C)</p> | <p>b. the number/needs of previous year identified students.</p> <p><i>Example 1 - # of identified homeless youth from last year * the Title IA per pupil allocation amount = Homeless Set-Aside</i></p> <p><i>Example 2 – Estimate based on the cost of previous year liaison salary/stipend, transportation costs, fees, supplies, etc.</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence of agreement that the set-aside amount by Title I director and Homeless Liaison to meet the Homeless ed. program needs</li> <li><input type="checkbox"/> Evidence of budget expenditures to provide educationally related support services to children in non-Title I-A schools.</li> </ul> <p>Optional: Evidence of alternative funding sources and/or donations to support the needs of the LEA's Homeless Ed. Program. i.e. "Angel" fund, Ed. Foundation, Donor lists, etc.</p> <p>For needs assessment template, go to <a href="http://www.sde.idaho.gov/site/homeless_edu/resources.htm">http://www.sde.idaho.gov/site/homeless_edu/resources.htm</a></p> |   |   |    |          |
| FA 13<br>IV-A          | <p><b>Title IV-A Content Area Distribution</b></p> <p>LEAs receiving more than \$30,000 demonstrate that not less than 20 percent of Title IV-A funds are used to:</p> <ul style="list-style-type: none"> <li>1. Support well-rounded educational opportunities</li> <li>2. Implement activities to support safe and healthy students</li> </ul> <p>Sec 4107 &amp; 4108</p>   | <p>Ledgers, budget reports or other reflections of expenditures and/or anticipated expenditures categorized by priority.</p>  |   |   |    |          |

| Indicator/<br>Programs | Citation  | Supporting Documents and Resources  | Y | N | NA | Comments |
|------------------------|---|---|---|---|----|----------|
|                        | <p>The LEA demonstrates that at least a portion of Title IV-A funds are used to:</p> <p style="padding-left: 40px;">3. Implement activities to support the effective use of technology</p> <p>Sec 4109</p> <p>LEAs shall not use more than 15 percent of Title IV-A funds for the purchase of technology infrastructure (hardware / software). ESSA Section 4109(b)</p>   |   |   |   |    |          |
| FA 14<br>I-A           | <p><b>Title IA - Neglected Set-Aside Allowable Use of Funds</b></p> <p>(only applicable to districts w/ verified "Neglected" facilities located within their geographical boundaries)</p> <p>The LEA supports the unique needs of neglected, delinquent, or at-risk youth participating in LEA programs OR in a collaborative partnership program administered within a "Neglected" facility located within their boundaries, which:</p> <p>1) serve children and youth returning to local schools from correctional facilities and assist in their transition back to the school environment and help them remain in school in order to complete their education;</p> <p>2) provide dropout prevention for at-risk youth;</p> <p>3) coordinate health and social services (drug &amp; alcohol counseling, mental health counseling) to improve the likelihood such individuals will complete their education;</p> <p>4) meet the unique academic needs of participating youth (career &amp; technical ed, special education, etc.); or</p> | <p>School districts in proximity to facilities for students categorized under the federal definition of "neglect" are eligible for an ADDITIONAL allocation under Title I Part A—the "neglect set-aside." Students who are resident in locally-run facilities of this type generate ADDITIONAL dollars for the LEA's in which they are located, since their residents may attend school in the LEA on a temporary or ongoing basis.</p> <p>The additional allocation should be considered as part of your Title I Part A funding for planning and budgeting purposes within the CFSGA, and be used along with the rest of the program funds for services to eligible at-risk students in the district schools, under the Title I Part A guidelines.</p> <p>Federal law mandates that student residents in locally-run neglect facilities that attend school in districts where their facilities are located must be provided with the same services as any other Title-I eligible student. LEA's may opt to partner with "neglected" facilities in their borders in order to offer special programs in the facility or district-wide, however, this is not a requirement under the federal law.</p> <p><input type="checkbox"/> Records/evidence (CFSGA, GRA, accounting) showing the process for budgeting and accounting of Neglected Set-Aside funds</p> |   |   |    |          |

| Indicator/<br>Programs | Citation   | Supporting Documents and Resources  | Y | N | NA | Comments |
|------------------------|--|---|---|---|----|----------|
|                        | 5) provide mentoring and peer mediation;<br>or<br>6) provide services for at-risk Indian youth.<br><br>ESEA, Title IA, Subpart 1, Sect. 1113(c)(3)(B<br>& C) | <input type="checkbox"/> Process/timeline for at-risk support planning collaboration, and coordination w/ other funding sources and programs<br><input type="checkbox"/> Evidence of annual count collection of identified Neglected facilities w/in LEA boundaries for funding purposes<br><input type="checkbox"/> Evidence of the identifying the number of at-risk students served with Neglected set-aside funding for reporting purposed.<br><input type="checkbox"/> If applicable, current formal agreement (MOU) or assurance(s) between the LEA and Neglected facility(s) are in place with current review date and signatures to provide Title I-A type services within the facility or in district.<br><input type="checkbox"/> If applicable, secure means of sharing sensitive Personally Identifiable Information (PII) with facility or other community partners, i.e. parole officers, mental health providers, etc. |   |   |    |          |

## DIRECTORY INFORMATION (DI)

| Indicator/<br>Programs | Citation   | Supporting Documents and Resources  | Y | N | NA | Comments |
|------------------------|--|---|---|---|----|----------|
| DI 1<br>I-A            | <b>Title I-A Directory Information Policy</b><br><br>The LEA provides, upon a request made by a military recruiter or an institution of higher education, access to the name, address, and telephone listing of each secondary school student, unless the parent has submitted a prior consent request. ESSA Section 8528 [20 U.S.C. 7908] | <input type="checkbox"/> Board adopted policy is in place and is implemented.<br><br>Visit <a href="#">the Federal Programs Monitoring webpage</a> for a sample Directory Information policy under Files>Technical Assistance Resources |   |   |    |          |

## REPORT CARD REPORTING (RC)

| Indicator/<br>Programs | Citation   | Supporting Documents and Resources   | Y | N | NA | Comments |
|------------------------|--|--|---|---|----|----------|
| RC 1<br>I-A            | <p><b>Report Card Link on School Website</b></p> <p>(2) ANNUAL LOCAL EDUCATIONAL AGENCY REPORT CARDS.— (A) PREPARATION AND DISSEMINATION.—A local educational agency that receives assistance under this part shall prepare and disseminate an annual local educational agency report card that includes information on such agency as a whole and each school served by the agency. (B) IMPLEMENTATION.—Each local educational agency report card shall be— (i) concise; (ii) presented in an understandable and uniform format, and to the extent practicable, in a language that parents can understand; and (iii) accessible to the public, which shall include— (I) placing such report card on the website of the local educational agency; and (II) in any case in which a local educational agency does not operate a website, providing the information to the public in another manner determined by the local educational agency.</p> <p>ESSA Section 1111 (h)(2)</p> | <p><input type="checkbox"/> Evidence that the LEA and each school links directly to SDE’s report card website for the LEA and for each school. In the case that the LEA does not operate a website, provide the information to the public in another manner determined by the LEA.</p> <p><a href="#">Idaho schools report</a></p> |   |   |    |          |

## EQUITABLE SERVICES TO PRIVATE SCHOOLS (ES)

Equitable Services (ESSA sections 1117 and 8501)

Sample documents are available on the [Equitable Services webpage](#).

| Indicator | Citation   | Supporting Documents and Resources  | Y | N | NA | Comments |
|-----------|--|---|---|---|----|----------|
| ES-1      | <b>Identification of and outreach to private schools</b> | <p><input type="checkbox"/> List of all private schools in district and surrounding area.</p> |   |   |    |          |

|                         |   |  |  |  |  |  |
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|                         | The LEA complies with the requirements for consultations with private school officials in a timely and meaningful manner, offering all applicable programs, such as Title I-A, Title I-C, Title II-A, Title III-A, Title IV-A, etc. ESSA sections 1117(a)(1)(A), 8501(c)(1)                 | <input type="checkbox"/> Copy of timeline for consultations.<br><input type="checkbox"/> <b>Equitable Services Participation:</b> Evidence the LEA annually contacts officials of all private schools within their boundaries (Title I-C, Title II-A, Title III-A, Title IV-A) and all schools outside their boundaries that have students attending who reside in their district (Title I-A).<br><input type="checkbox"/> Copy of completed <a href="#">Intent to Participate and Enrollment Form</a> from each private school within district boundaries for Title II-A and for any school where students living in district attend; signed by private school officials and uploaded to the CFSGA application. |  |  |  |  |
| ES-2<br>(formerly ES-6) | <b>Affirmation of Consultation – Option for private schools</b><br>The LEA consultation documentation includes an option for private school officials to indicate that timely and meaningful consultation did not occur. ESSA section 8501(c)(5)  | <input type="checkbox"/> Signed copy of <i>Affirmation of Consultation</i> form ( <a href="#">Affirmation of Consultation with Private School Officials</a> ).   |  |  |  |  |
| ES-3                    | <b>Affirmation of Consultation – Evidence of meeting and program planning</b><br>The LEA provides services to private schools’ students and teachers in an equitable manner <b>based on the identified needs of the private school</b> desiring to participate. ESSA 1117(a)(1)(A), 8501(c) | <input type="checkbox"/> Completed <a href="#">Affirmation of Consultation with Private School Officials</a> form from each private school choosing to participate; signed by private school and uploaded into the CFSGA.<br><input type="checkbox"/> Completed needs assessment for the participating private schools for each program they are requesting equitable services.<br><input type="checkbox"/> Description of services provided to participating private school(s).<br><input type="checkbox"/> Review of process for determining program services to private school students and teachers.   |  |  |  |  |

|      |   |  |  |  |  |  |
|------|---|--|--|--|--|--|
|      |   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Documentation of process used to determine private school’s professional development needs.</li> <li><input type="checkbox"/> Title IA: Copy of rank order list based on multiple educational objective criteria for each private school participating.</li> </ul>                         |  |  |  |  |
| ES-4 | <p><b>Program services – How and when</b><br/>The LEA Provided specific information regarding how and when services would be provided. ESSA sections 1117(b)(l), 8501(c)(1)</p>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Schedule including days/times for services including who is providing the services.</li> <li><input type="checkbox"/> Calendar of training/professional development opportunities private school teachers available for private school teachers.</li> </ul>                                |  |  |  |  |
| ES-5 | <p><b>Funding calculations</b><br/>The LEA provides an explanation of how funding was determined for equitable services. ESSA sections 1117(a)(4)(A), 8501(a)(4)(A)</p>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Funding calculations for each private school and program indicating the number of students used in the calculations, economically disadvantaged numbers (Title IA), and percent of total population</li> </ul>   |  |  |  |  |
| ES-6 | <p><b>LEA budget and expenditures</b><br/>The LEA shall obligate funds for the education services during the fiscal year the funds were received. ESSA section 8501(a)(4)(B)</p>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Budgets- 3 years - showing allocations and expenditures.</li> <li><input type="checkbox"/> Documentation showing proportionate share of funds allocated to participating schools</li> <li><input type="checkbox"/> Invoice, payroll and other source documents for expenditures</li> </ul> |  |  |  |  |
| ES-7 | <p><b>LEA – PD for private school teachers</b><br/>The LEA provides opportunities for teachers of participating private schools to participate, on an equitable basis, in professional activities. ESSA sections 1117(a)(1)(B), 8501(a)(3)(a)</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Documentation of private school teachers’ participation in professional development activities (Title I-A and/or Title II-A).</li> </ul>   |  |  |  |  |
| ES-8 | <p><b>Equitable Services Complaints</b></p>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Copy of LEA’s <a href="#">Equitable Services Complaint Process</a> notifying the private</li> </ul>  |  |  |  |  |



|       |   |   |  |  |  |  |
|-------|---|---|--|--|--|--|
|       | The LEA maintains records of its effort to resolve any complaints made by private school representatives. ESSA sections 1117(b)(2), 8501(c)(2)  | <p>school official of the right to complain to the SDE regarding consultation by the LEA that was not meaningful and timely or did not give due consideration to the views of the private school official.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence that complaint procedure has been shared with private schools.</li> <li><input type="checkbox"/> Documentation of communication with private schools regarding any complaints received.</li> </ul>  |  |  |  |  |
| ES-9  | <p><b>Control of Funds – Inventory</b><br/>The LEA retains control of funds used to provide services and title to materials, equipment, and property purchased with those funds. ESSA sections 8501(d)(1)</p>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence the LEA maintains control of all funds related to services, materials, and equipment expenditures on behalf of private school students and teacher.</li> <li><input type="checkbox"/> LEA inventory for each private school which includes all items purchased for use by the private school and the location of the items.</li> <li><input type="checkbox"/> Evidence of communication with private schools regarding an annual update of its inventory.</li> </ul> |  |  |  |  |
| ES-10 | <p><b>LEA, Service provider documentation</b><br/>Services provided to private school children were provided by employees of the LEA or contracted by the LEA. ESSA sections 8501(a)(5), 8501(d)(2)(A)</p>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Contract of individual(s) providing services to private school children</li> <li><input type="checkbox"/> Qualifications of the individual(s) providing services</li> <li><input type="checkbox"/> Organization chart showing the supervisors of the individuals providing services.</li> </ul>   |  |  |  |  |
| ES-11 | <p><b>Equitable Services Evaluation</b><br/>The LEA and private school review the services provided annually to determine the effectiveness of the services in meeting the needs of the students and teachers at the private school. 34 CFR 299.7(b)(2)</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Documentation of evaluation discussion for each program.</li> <li><input type="checkbox"/> Data review of student results (Title IA)</li> <li><input type="checkbox"/> Evidence that the LEA and private school(s) evaluate the Title I program based on standards and assessment and annual progress of participants.</li> </ul>   |  |  |  |  |

|                            |   |  |  |  |  |  |
|----------------------------|---|--|--|--|--|--|
| <p>ES-12<br/>CARES Act</p> | <p><b>CARES Act – ESSER Consultation</b><br/>The LEA has consulted and coordinated with the private school for distribution of ESSER Funding in accordance with the LEA funding distribution (to the entire LEA or Title I-A schools only.) 34CFR Sec. 76.665(c)(1)</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> List of Private Schools in District</li> <li><input type="checkbox"/> Documentation of the calculation formula of ESSER Funding to the private school.</li> <li><input type="checkbox"/> Copy of completed <a href="#">Intent to Participate and Consultation Form</a> from each private school within district boundaries; signed by private school officials and submitted to the State Department of Education.</li> <li><input type="checkbox"/> Explanation of the equitable services provided to the private schools using the CARES Act funding.</li> </ul> |  |  |  |  |
| <p>ES-13<br/>CARES Act</p> | <p><b>CARES Act – ESSER Control of funds, Inventory</b><br/>The LEA retains control of funds used to provide services and title to materials, equipment, and property purchased with CARES Act ESSER funds. 34CFR76.661(b) &amp; (d)(1)</p>                             | <ul style="list-style-type: none"> <li><input type="checkbox"/> Control of funds: Evidence the LEA maintains control of funds related to services, materials, and equipment expenditures on behalf of private school students and teacher.</li> <li><input type="checkbox"/> LEA inventory for each private school which includes all items purchased for use by the private school and the location of the items.</li> <li><input type="checkbox"/> Evidence of communication with private schools regarding the return or use of equipment after the grant period ends.</li> </ul>   |  |  |  |  |

## TITLE I-PART D: (TIPD) NEGLECTED, DELINQUENT, OR AT-RISK (SUBPART 1 OR SUBPART 2 RECIPIENTS ONLY)

[Title I-D Neglected, Delinquent, or At-Risk](#) webpage

| Indicator                                | Citation  | Supporting Documents and Resources   | Y | N | NA | Comments |
|--|---|--|---|---|----|----------|
| ND-1<br>(Subpart 1)                      | <p><b>Program Management</b></p> <p><u>Application:</u> State Agency (SA) shall submit an approvable Title ID Subpart 1 application once every three years. Each year of that grant period, the SA will submit a budget (based on the yearly allocation) that aligns to the goals &amp; objectives within the application.<br/>TIPD-Subpart 1: Section 1417</p> <p><u>Formal Agreement:</u> Each SA desiring assistance under this subpart shall have a formal agreement or Memorandum of Understanding (MOU), reviewed, updated and signed regarding the joint-program between the SEA and the SA describing, at a minimum:<br/>-Data sharing<br/>-Transfer of credits<br/>-Enrollment information<br/>-Fiscal Accountability</p> <p><u>Coordination:</u> The SA ensures that projects funded under this subpart are coordinated with other Federal, State, and local programs, such as programs under title I of Public Law 105-220, vocational and technical education programs, State and local dropout prevention programs, and special education programs. TIPD Subpart 1: Section 1414(c)(8)</p> | <input type="checkbox"/> Process/timeline for planning, collaboration, and application submission<br><input type="checkbox"/> Current formal agreement (MOU) between the SEA and SA are in place for the 3 year grant period with review dates and signatures<br><input type="checkbox"/> Secure means of sharing sensitive Personally Identifiable Information (PII)<br><input type="checkbox"/> Evidence of coordination w/ other funding sources and programs         |   |   |    |          |
| ND-2<br>(Subpart 1 only - if applicable) | <p><b>Institution-Wide Plans</b></p> <p>A SA that provides free public education for children and youth in an institution for neglected or delinquent children and youth (other than an adult correctional institution) or attending a community-day program for such children and youth may use funds received under this subpart to serve all children in, and upgrade the entire educational effort of, that institution.</p>  | <p>SEA has an approved comprehensive plan for that institution or program that:</p> <ol style="list-style-type: none"> <li>provides for a comprehensive assessment of the educational needs of youth aged 20 and younger in adult facilities who are expected to complete incarceration within a 2-year period;</li> <li>describes the steps the State agency has taken, or will take, to provide all children and youth under age 21 with the opportunity to</li> </ol> |   |   |    |          |

| Indicator | Citation                     | Supporting Documents and Resources   | Y | N | NA | Comments |
|-----------|------------------------------|--|---|---|----|----------|
|           | TIPD Subpart 1: Section 1416 | <p>meet challenging State academic standards in order to improve the likelihood that the children and youth will attain a regular high school diploma or its recognized equivalent, or find employment after leaving the institution;</p> <p>3. describes the instructional program, specialized instructional support services, and procedures that will be used to meet the needs described in paragraph (1), including, to the extent feasible, the provision of mentors for the children and youth described in paragraph (1) and how relevant and appropriate academic records and plans regarding the continuation of educational services for such children or youth are shared jointly between the State agency operating the institution or program and local educational agency in order to facilitate the transition of such children and youth between the local educational agency and the State agency;</p> <p>4. specifically describes how such funds will be used;</p> <p>5. describes the measures and procedures that will be used to assess and improve student achievement;</p> <p>6. describes how the agency has planned, and will implement and evaluate, the institution-wide or program-wide project in consultation with personnel providing direct instructional services and support services in institutions or community-day programs for neglected or delinquent children and youth, and with personnel from the State educational agency; and</p> |   |   |    |          |

| Indicator           | Citation   | Supporting Documents and Resources  | Y | N | NA | Comments |
|---------------------|--|---|---|---|----|----------|
|                     |  | 7. includes an assurance that the State agency has provided for appropriate training for teachers and other instructional and administrative personnel to enable such teachers and personnel to carry out the project effectively.  |   |   |    |          |
| ND-1<br>(Subpart 2) | <p><b>Program Management</b><br/>The LEA supports the unique needs of neglected, delinquent, or at-risk youth participating in local educational agency programs or in collaborative partnership programs administered within N or D facilities, which:</p> <p>1) serve children and youth returning to local schools from correctional facilities and assist in their transition back to the school environment and help them remain in school in order to complete their education;<br/>2) provide dropout prevention for at-risk youth;<br/>3) coordinate health and social services (drug &amp; alcohol counseling, mental health counseling) to improve the likelihood such individuals will complete their education;<br/>4) meet the unique academic needs of participating youth (career &amp; technical ed, special education, etc); or<br/>5) provide mentoring and peer mediation;<br/>or<br/>6) provide services for at-risk Native American youth.<br/>TIPD Subpart 2: Section 1424</p> <p><u>Collaboration:</u> LEA shall consult with each N or D Facility in the program planning and evaluation process, and ensure facilities are in compliance with their formal agreement.<br/>TIPD Subpart 2: Section 1423(2)</p> | <input type="checkbox"/> Written program plan<br><br><input type="checkbox"/> Process/timeline for planning, collaboration, and application submission<br><br><input type="checkbox"/> Current formal agreement (MOU) or assurance(s) between the LEA and facility(s) are in place with current review date and signatures<br><br><input type="checkbox"/> Evidence of coordination w/ other funding sources and programs<br><br><input type="checkbox"/> Secure means of sharing sensitive Personally Identifiable Information (PII) |   |   |    |          |

| Indicator               | Citation   | Supporting Documents and Resources   | Y | N | NA | Comments |
|-------------------------|--|--|---|---|----|----------|
|                         | <p><u>Formal Agreement</u>: Each LEA desiring assistance under this subpart shall have a formal agreement or Memorandum of Understanding (MOU), reviewed, updated and signed annually regarding the joint-program between the LEA and the N or D Facility.<br/>TIPD Subpart 2: Section 1423 (2)(A)(B)</p> <p><u>Coordination</u>: The LEA ensures that projects funded under this subpart are coordinated with other Federal, State, and local programs, such as programs under title I of Public Law 105-220 and vocational and technical education programs serving at-risk children and youth.<br/>TIPD Subpart 2: Section 1423(9)</p> <p>To the extent possible, LEAs and partner programs use technology to assist in coordinating educational programs between the correctional facility and the community school;<br/>TIPD Subpart 2: Section 1425(7)</p> |  |   |   |    |          |
| ND-2<br>(Subpart 1 & 2) | <p><b>Counting</b><br/>The SA/LEA facilitates the timely completion/submission of the annual N/D count for any state identified neglected, delinquent, or at-risk program residing within their state/school district boundaries.<br/>TIPD Subpart 1: Section 1412(a)(1)(A)<br/>TIPD Subpart 2: Section 1422(a) &amp; (c)</p>  | <input type="checkbox"/> Completed Title I-D Annual Count  |   |   |    |          |
| ND-3<br>(Subpart 1 & 2) | <p><b>Evaluation of Program</b><br/>SA/LEA regularly evaluates their program to determine the impact on students to:<br/>- graduate from high school<br/>-accrue school credits<br/>-to complete high school (or equivalency requirements) and obtain employment</p>   | <input type="checkbox"/> Multiple data sources were used (list of data sources and data analysis records)<br><input type="checkbox"/> Written Program Plan & Goals<br><input type="checkbox"/> Data review/analysis process<br><input type="checkbox"/> Completed needs assessment |   |   |    |          |

| Indicator                           | Citation  | Supporting Documents and Resources   | Y | N | NA | Comments |
|-------------------------------------|---|--|---|---|----|----------|
|                                     | <p>after leaving the correctional facility -as appropriate, to participate in postsecondary ed and job training programs.</p> <p>SA/LEA uses results of evaluation to plan and improve programs for participating children and youth.</p> <p>TIPD-Section 1431</p>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Multiple data sources were used (list of data sources and data analysis records)</li> <li><input type="checkbox"/> Use of a variety of program evaluation tools (surveys, classroom observations, safety records, assessments)</li> <li><input type="checkbox"/> Evidence of on-going monitoring of program goals (Staff meeting agendas/minutes, monitoring documents and reports)</li> <li><input type="checkbox"/> Evidence that previous evaluation are being used for planning of new projects or goals (Needs assessment, program improvement plans)</li> </ul>  |   |   |    |          |
| <p>ND-4<br/>(Subpart 1 &amp; 2)</p> | <p><b>Staffing &amp; Professional Development</b></p> <p>Teachers and other qualified staff, who provide services to neglected, delinquent, or at-risk youth, receive appropriate professional development to help them meet the unique needs of students.</p> <p>TIPD Subpart 1: Section 1414(c)(10)<br/>TIPD Subpart 2: Section 1425(5)</p>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Current list of all personnel (instructional &amp; administrative staff paid with Title 1-D funds.</li> <li><input type="checkbox"/> Teachers teaching core academic subjects must meet state licensing requirements.</li> <li><input type="checkbox"/> Safety plan is in-place and staff are aware of processes and procedures.</li> <li><input type="checkbox"/> Staff participate in SDE provided training as appropriate. (Conferences, regional sessions, webinars, etc.)</li> </ul> <p>Professional development activities support instructional goals and include analysis of student achievement data. (Program goals)</p> |   |   |    |          |
| <p>ND-5<br/>(Subpart 1 &amp; 2)</p> | <p><b>Instruction</b></p> <p>The SA/LEA supports programing and coordination with local N/D facilities to meet <u>the unique needs of delinquent and at-risk youth</u> and ensure they are participating in an education program <u>comparable</u> to one operating in the local school such youth would attend.</p> <p>TIPD Section 1401<br/>TIPD Subpart 2: Section 1423(3), (5)</p> <p><u>Special Education</u>: The SA/LEA ensures that facilities are aware of students with disabilities and student IEPs in order to</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Each course offered in the program uses state standards and objectives. (Curriculum docs, lesson plans)</li> <li><input type="checkbox"/> Student/Teacher ratios comply with existing policy and procedures.</li> <li><input type="checkbox"/> Pre- and post-tests are administered to determine student need.</li> <li><input type="checkbox"/> Programing is designed to help student meet learning goals.</li> <li><input type="checkbox"/> Process for identifying and assisting students experiencing difficulty in meeting standards. (Lesson plans, IEP, etc.)</li> </ul>   |   |   |    |          |

| Indicator             | Citation  | Supporting Documents and Resources  | Y | N | NA | Comments |
|-----------------------|---|---|---|---|----|----------|
|                       | meet existing IEPs<br>TIPD Subpart 1: Section 1414(c)(15)<br>TIPD Subpart 2: Section 1423(12)<br><br><u>Communication/Coordination:</u> <b>To the extent possible</b> , use technology to assist in coordinating educational programs between the N or D Facility and the community school;<br>TIPD Subpart 1: Section 1414(c)(11)<br>TIPD Subpart 2: Section 1425(7)   | <input type="checkbox"/> State tests or industry exams are administered or accessible in all courses, where applicable.<br><input type="checkbox"/> Transcripts and diplomas reflect the credits earned for courses offered/taken while in an N or D program or facility.<br><input type="checkbox"/> GED preparation materials and instruction are utilized where appropriate.<br><input type="checkbox"/> Description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child or youth's existing individualized education program, IEP. (Written plan, communication logs) |   |   |    |          |
| ND-6<br>(Subpart 1&2) | <b>Evaluation of Student Achievement</b><br>LEA/SEA shall evaluate the effectiveness of Title I-D, Subpart 1 or 2 programs and collaborative partnership programs administered within N or D facilities to determine the program's impact on the ability of participants to:<br><br>1) maintain and improve educational achievement<br>2) graduate from high school<br>3) accrue school credits toward grade promotion and graduation<br>4) as appropriate, compete high school equivalency requirements<br>5) as appropriate, participate in postsecondary education and job training programs<br>6) obtain employment after leaving a N or D program/facility<br>TIPD-Section 1431(a) | <input type="checkbox"/> Completed Title I-D Annual Evaluation<br><input type="checkbox"/> Enrollment & number of days/year educational program operates<br><input type="checkbox"/> Disaggregated participant data (gender, race, ethnicity, age, students w/ disabilities)<br><input type="checkbox"/> Outcomes while in the program (academic & vocational)<br><input type="checkbox"/> Outcomes after 90 days or release (academic & vocational)<br><input type="checkbox"/> Transition Services<br><input type="checkbox"/> Pre-Post Academic Performance (Reading & Math)<br><br><input type="checkbox"/> Data review/analysis process                |   |   |    |          |
| ND-7<br>(Subpart 1&2) | <b>Family/Parent Engagement</b><br><b>As appropriate</b> , the SA/LEA involves parents in efforts to<br><br>1) Improve the educational achievement of their children,   | <input type="checkbox"/> Written plan describes how the program will involve families/parents in efforts to improve the education achievement of their children.<br><br><input type="checkbox"/> Evidence of efforts to involve parents. (Parent survey, phone logs, program plan, etc.)  |   |   |    |          |



| Indicator            | Citation   | Supporting Documents and Resources  | Y | N | NA | Comments |
|----------------------|--|---|---|---|----|----------|
|                      | 2) assist in dropout prevention activities; and<br>3) prevent the involvement of their children in delinquent activities.<br>TIPD Subpart 1: Section 1414(c)(14)<br>TIPD Subpart 2: Section 1423(8)  | <input type="checkbox"/> Opportunities for parents to engage in activities that impact student achievement. (Family nights, teacher-parent meetings, etc.)<br><input type="checkbox"/> Parents receive individual information on academic progress. (Report cards, progress reports, etc.)  |   |   |    |          |
| ND-8<br>(Subpart1&2) | <p><b>Transition Services</b></p> <p><u>Coordination:</u> The SA/LEA is to coordinate with existing social, health, and other services to meet needs of students returning from correctional facilities, at-risk children or youth, and other participating children, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.<br/>           TIPE Subpart 1: Section 1418<br/>           TIPD Subpart 1: Section 1414(c)(9)(11)(13)(16)<br/>           TIPD Subpart 2: Section 1432 (6)</p> <p><u>Probation Officers:</u> The SA/LEA ensures that schools receiving students returning from correctional facilities work with juvenile probation officers to meet the needs of such students.<br/>           TIPD-Section 1423(11)</p> <p>The SA/LEA provides a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program. How does the school coordinate existing programs to meet the unique educational needs of these</p> | <input type="checkbox"/> Student Transition Plan<br>- Written plan of assistance that includes an assurance that services are designed primarily to meet the academic and transitional needs of student returning from correctional facilities.<br>- Plans are co-developed with appropriate law enforcement and/or local service provider personnel<br><br><input type="checkbox"/> Description of how schools will work with probation officers & local service providers to assist in meeting the needs of children and youth returning from correctional facilities. (Written agreements, phone logs, transition plan meetings) |   |   |    |          |

| Indicator             | Citation   | Supporting Documents and Resources   | Y | N | NA | Comments |
|-----------------------|--|--|---|---|----|----------|
|                       | youth?<br>TIPD- Section 1423 (5)   |  |   |   |    |          |
| ND-9<br>(Subpart 1&2) | <p><b>Fiscal Accountability</b><br/>SA/LEA uses Title I-D grant funds to effectively carry out programs that serve neglected, delinquent, and/or at-risk children and youths.<br/>TIPD Subpart 1: Section 1415<br/>TIPD Subpart 2: Section 1424</p> <p><b>Subpart 2 only</b> - LEA uses funds for appropriate activities directly, through contracts or cooperative agreements with N or D facilities providing programing in support of participating students.<br/>TIPD Subpart 2: Section 1424 (b)</p> <p><b>Subpart 1 only</b> - A program under this subpart that supplements the hours of instruction students receive from State and local source shall be considered to comply with the supplement, not supplant requirement without regard to the subject areas in which instruction is given during those hours.<br/>TIPD Subpart 1: Section 1415(b)</p> | <input type="checkbox"/> Budget amendment requests are submitted to TIPD Coordinator and approved<br><input type="checkbox"/> Reimbursements are requested in a timely manner. (GRA requests)<br><input type="checkbox"/> Funds are being expended in congruence with the approved application; allowable & needs based. (invoices, journal entries, budget reports, program plan, needs assessment vs. expenditures)<br><input type="checkbox"/> Inventory of Title ID assets/equipment appropriately tagged.<br><input type="checkbox"/> Procedures in place to ensure Title 1 funds supplements, not supplant, general (state & local) funds. (support documentation, policies & procedures)<br><input type="checkbox"/> Title ID records are kept for current year and three previous years. (current and archived records)<br><input type="checkbox"/> Payroll records document the staff paid at the district or facility completely or partially paid from Title I funds. |   |   |    |          |

## MCKINNEY-VENTO/HOMELESS SUBGRANT (MV) [2020-2023 GRANT CYCLE RECIPIENTS ONLY]

McKinney-Vento Subgrant Application is located on the [Title IX-A Homeless Children & Youths](#) webpage.

| Indicator | Citation   | Supporting Documents and Resources  | Y | N | NA | Comments |
|-----------|--|---|---|---|----|----------|
| MV-1      | <p><b>Focus Area #1 Program Enhancement and Improvement</b></p> <p>Goals and activities in the LEA approved application meet authorized services and activities.</p> | Describe the progress of your subgrant <b>Focus Areas #1</b> - Program Enhancement and Improvement projects/activities as detailed in your subgrant application |   |   |    |          |

| Indicator | Citation   | Supporting Documents and Resources   | Y | N | NA | Comments |
|-----------|--|--|---|---|----|----------|
|           | 42 USC CHAPTER 119, SUBCHAPTER VI, Part B: Education for Homeless Children and Youths<br>§11433(a)(2)(A)(B) & §11433(d)  | <input type="checkbox"/> Liaison interview or narrative program update, which includes addressing the project goals<br><br><input type="checkbox"/> Evidence of forms, tools, process documents, data collection, etc. that have been developed.   |   |   |    |          |
| MV-2      | <b>Focus Area #2 Student Success &amp; Well-Being</b><br><br>Goals and activities in the LEA approved application meet authorized services and activities.<br><br>42 USC CHAPTER 119, SUBCHAPTER VI, Part B: Education for Homeless Children and Youths<br><br>§11433(a)(2)(A)(B) & §11433(d)    | Describe the progress of your subgrant Focus Areas #2- Student Success & Well-Being projects as detailed in your subgrant application<br><br><input type="checkbox"/> Liaison interview or narrative program update, which includes addressing the project goals<br><br><input type="checkbox"/> Evidence of forms, tools, process documents, data collection, etc. that have been developed.  |   |   |    |          |
| MV-3      | <b>Local Partnerships/Collaborations</b><br><br>The development of coordination between schools and agencies providing services to homeless children and youth.<br><br>42 USC CHAPTER 119, SUBCHAPTER VI, Part B: Education for Homeless Children and Youths<br><br>§11433(d)(11) & §11432(g)(5) | Describe district/local partnerships and collaborations related to the grant projects and/or activities.<br><br><input type="checkbox"/> Liaison interview or narrative description of collaborative partnerships as described in the application<br><br><input type="checkbox"/> Evidence of meeting schedules, contacts, and services/referral processes.<br><br><input type="checkbox"/> Demonstrated coordination with other district programs, if applicable<br><br><input type="checkbox"/> Collaborative efforts with other district homeless liaisons, if applicable |   |   |    |          |
| MV-4      | <b>Communication &amp; Awareness</b><br><br>The provision of education and training to the parents and guardians of homeless children and youths about the rights of, and resources available to, such children and youths, and other activities designed  | Describe family and community engagement, communication and/or public awareness activities related your grant award & projects.<br><br><input type="checkbox"/> Liaison interview or narrative description<br><br><input type="checkbox"/> Documentation of local news articles, school and community data, meeting minutes, etc.  |   |   |    |          |

| Indicator | Citation  | Supporting Documents and Resources  | Y | N | NA | Comments |
|-----------|---|---|---|---|----|----------|
|           | <p>to increase the meaningful involvement of parents and guardians of homeless children or youths in the education of such children or youths.</p> <p>42 USC CHAPTER 119, SUBCHAPTER VI, Part B: Education for Homeless Children and Youths</p> <p>§11433(d)(10)</p>  |   |   |   |    |          |
| MV-5      | <p><b>Data Collection &amp; Evaluation</b></p> <p>The local educational agency will collect and promptly provide data requested by the State Coordinator</p> <p>42 USC CHAPTER 119, SUBCHAPTER VI, Part B: Education for Homeless Children and Youths</p> <p>§11432(f)(1)(3)</p>  | <p>Describe the evaluation process for measuring the project’s effectiveness for Focus Areas #1 &amp; #2.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> On-line Evaluation process and results are completed in a timely manner.</li> <li><input type="checkbox"/> MV data submitted via ISEE uploads match district records.</li> <li><input type="checkbox"/> Districts have process for collecting/reporting Early Childhood data as required by the ECHY/MV grant.</li> <li><input type="checkbox"/> Data collection processes and measurement tools are aligned and appropriate to evaluate SMART goal expected outcomes.</li> <li><input type="checkbox"/> Describe how the estimated number of homeless students to be served in the grant application compares with the actual count to date</li> </ul> |   |   |    |          |
| MV-6      | <p><b>Budgeting &amp; Accountability</b></p> <p>The local educational agency meets the eligibility requirements to receive this EHCY grant.</p> <p>42 USC CHAPTER 119, SUBCHAPTER VI, Part B: Education for Homeless Children and Youths §11432(g)(3)</p> <p>Local educational agency uses awarded EHCY funds for activities that carry out the</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Records/evidence (Grant Application &amp; Evaluations, GRA, LEA accounting records) showing the process for budgeting and accounting of ECHY – McKinney-Vento/Homeless Subgrant Funds following the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards.</li> <li><input type="checkbox"/> Annual carry-over limits of 25% are not exceeded.</li> </ul>   |   |   |    |          |

| Indicator | Citation   | Supporting Documents and Resources | Y | N | NA | Comments |
|-----------|--|------------------------------------|---|---|----|----------|
|           | <p>purposes outlined in their approved grant application.</p> <p>42 USC CHAPTER 119, SUBCHAPTER VI,<br/>Part B: Education for Homeless Children and Youths §11433(d)</p> |                                    |   |   |    |          |

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