#  Idaho Department of Education

# 2025-2026 Idaho ESEA Federal Programs LEA Self-assessment

## **LEA Name and Number:**

## **Date:**

## **LEA Superintendent/Administrator:**

## **Person Completing Assessment Name and Title:**

**Note:** The LEA is responsible for operating its categorical programs in compliance with all applicable laws and regulations.

**Federal Programs Key**

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| □ 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 | \***In accordance with Senate Bill 1371, the LEA must remove all personally identifiable data and/or information before submitting documentation** |

# Transparent accountability

# Fiscal accountability (FA)

| Indicator/ Programs | Citation | Supporting Documents and Resources | Y | N | NA | Comments |
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| **FA 1**□ I-A□ I-C□ II-A □ III-A □ IV-A □ V-B | **Written Policies and Procedures**Pursuant to EDGAR, some of the policies and procedures **MUST be in writing**:* Cash Management and Payment Systems and Internal Control
* Allowable Costs
* Time and Effort
* Procurement
* Record Retention and Privacy Protection

Uniform Guidance (2 C.F.R. 200.302 (6), 200.302 (7), 200.430, 200.318) | Confirm that the LEA has adopted a Federal Grant Policies and Procedures Manual (EDGAR) that sets forth the policies and procedures used by the LEA to administer federal funds. **Confirm the following policies are in place:*** **Cash Management and Payment Systems:** 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 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, Grant Award Notifications (GANs) are kept:

Federal Awards CFDA;Federal Award ID number; Authorization (the process of giving someone permission to do or have something); **Important Note:** Generally, an LEA should not earn interest because LEAs receive payments from the Idaho Department of Education on a reimbursement basis.* **Allowable Costs,** including employees’ travel reimbursement process (manuals).
* **Time and Effort requirements:** 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 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.* **Procurement and Inventory:** Management and disposition of equipment purchased using Federal funds. Provide the following, 1) procedures performed when purchased items are received; 2) procedures describing what type of relevant property is tagged and what position/office performs the tagging; 3) procedures to adjust inventory records in the event the property condition changes, or is sold, lost, or stolen, or cannot be repaired; 4) process describing how the physical inventory is performed; 5) Process distinguishing inventoried property from non-inventoried supplies.
* **Record Retention and Privacy Protection:** Both paper and electronic. The procedure includes reasonable safeguards for ensuring that the records are not altered and stored for at least 6 years.
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| **FA 2**□ I-A(SI-CSI )□ I-C□ II-A □ III-A □ IV-A □ V-B□ IX-A | **Budget and Accounting Systems:**The LEA’s accounting systems must track and report all Federal grants *allocations* (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. ESSA Section 1113 (a) (3). Uniform Guidance 2 C.F.R. 200.302. | Confirm that fiscal information based on the following is kept:* **Detailed Budget Report of Revenue & Expenditures**. LEA budget must match the CFSGA’s allocation for that year. This report should also include categories (salaries, operating costs).
* **Title I-A Only:** Budget allocation report by school building reconciling the Title I-A allocations to schools ranking order.

**Note**: The LEA’s budget breakdown per school must be consistent with the CFSGA, Title I-A allocation to schools’ tab.* **Title I-A Homeless Set-Aside:** Budget report breakdown must reflect a separate account “Homeless Set-Aside” equal to the amount set-aside in the CFSGA to support MV program/students.
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| **FA 3**□ I-A□ I-C□ II-A□ III-A□ IV-A□ V-B□ IX-A | **Cost Principles and Allowable Use of Funds:** Expenditures maintained at the LEA for **each** Federal program are-* **Allowable** and approved activities.
* **Supplement Not Supplant** state and local funds. **Note:** Supplement/not supplant for Title I-A has its own indicator (FA 6)
* **Necessary, reasonable, and allocable**
* **Conform** with the Federal law and grant terms, consistent with State and local policies, consistently treated as either direct cost or an indirect cost, in accordance with GAAP

ESSA Sections 1003, 1112,1118(b), 2103, 2301, 3116. Uniform Guidance 2 CFR Part 200, Subpart E. **State EL:**The core ELD instructional program provided to English Learners is paid for with State and local funds in order to meet Castañeda *and Lau* requirements (Identification, screening, placement). Idaho Code 33-1617; ESSA Section 3115(g)**Title III**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)**Migrant:**If the LEA houses a Migrant Regional ID&R Coordinator, also include all budget information for this position.  | **Confirm that the LEA has:** * Detailed Ledger Report. This report should include detailed expenditure transactions: type of expense, vendor name, date and amount.
* Gross Pay by Code Report. This report should include individual staff positions, names, and amounts.
* List of all federally funded staff, **Position counts and funding source percentages (if employees are split funded)**.

**Note:** Copy of staff breakdown spreadsheet available at the [Federal Programs Monitoring webpage](http://www.sde.idaho.gov/federal-programs/program-monitoring/).* 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

**\*Important Notes:**1. If a school in the district has a School Improvement Grant (SIG), include a budget with expenditures related to the grant.
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).
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| **FA 4**□ I-A□ I-C□ II-A□ III-A□ IV-A□ V-B | **Physical Inventory**A physical inventory of the property must be taken annually. The LEA has a current inventory process of any equipment and electronics purchased with ESEA Federal funds and CARES Act Federal funds with an individual value greater than either $10,000 or an amount chosen by the LEA less than or equal to $10,000.Definitions:Equipment: 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 $10,000. Supplies: 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 $10,000, regardless of the length of its useful life. Computing devices: 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. Computing devices must only be inventoried if it has an individual value greater than the equipment threshold described in the Equipment section above. Uniform Guidance 2 CFR Parts 200.1, 200.313 | **Note**: LEAs that use ESEA Federal funds and CARES Act Federal funds to purchase equipment and electronics must keep an ongoing perpetual inventory: **Confirm that the LEA has the following evidence:** * LEA inventory includes current and prior years purchases of equipment and qualifying computing devices that exceed the district’s capitalization threshold/ equipment threshold.
* The date and evidence that the LEA performed an annual physical inventory of equipment and qualifying computing devices purchased with ESEA Federal funds and CARES Act Federal funds.
* Evidence showing that each piece of equipment and qualifying computing device purchased with Federal funds includes the following information:
* Description of the item
* Serial number or other identification number;
* Source of funding for the property;
* Who holds title;
* Acquisition date and cost of the property;
* Percentage of Federal participation in the project’s costs for the Federal award under which the property was acquired;
* Location, use, and condition of the property; and
* Any ultimate disposition data, including the date of disposal and sale price of the property
* (Migrant Only) Migrant inventory to include devices purchased for eCOE.

**Note:** 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. An inventory template is available on the [Federal Programs Monitoring webpage](http://www.sde.idaho.gov/federal-programs/program-monitoring/). |  |  |  |  |
| **FA 5**□ I-C | **Migrant Allowable Use of Funds**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) | **Confirm the LEA can provide the following evidence:*** Detailed schedule(s) for migrant funded staff, including time designated for migrant duties.
* Job description(s) for migrant funded staff.
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| **FA 6**□ III-A | **Title III-A Allowable Use of Funds**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 in a core Language Instruction Educational Program (LIEP). ESSA Section 3115(g). | **Confirm the LEA can provide the following evidence:*** 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 & local funding.
* List of how all EL students were initially identified and funding source.

**Note:** Federal funds may not be used for initial identification and placement and annual English language proficiency assessment administration of English Learners in a core ELD program. |  |  |  |  |
| **FA 7**□ I-A | **Title I-A Supplement Not Supplant Test**The new Title I-A supplanting test focuses on methodology rather than the 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. ESSA Section 1118 (b) (2). | **Confirm the LEA can provide the following evidence:** * LEA must provide a written policy that describes the methodology used in allocating state and local funds to schools, which demonstrates the LEA is not supplanting with federal funds.

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* methodology based on enrollment and grades, or
* methodology based on enrollment and subgroups of students, or
* Other - please describe (i.e., based on FTE’s, combination of grades, and subgroups of students)

The Idaho Department of Education cannot prescribe a particular methodology (process, method, logic, etc.). However, several Idaho LEAs have shared their methodology with the department. We are sharing the examples as suggested approaches but are not mandating that LEAs implement either sample methodology. **Note**: **This indicator does not apply to LEAs with only one school.** |  |  |  |  |
| **FA 8**□ I-A□ I-C□ II-A□ III-A□ IV-A□ V-B | **CPA Audit**The LEA has had an audit of federal programs and audit findings have been addressed. Uniform Guidance 2 CFR Part 200 Subpart F (Former OMB A-133) | **Confirm the LEA can provide the following evidence:*** CPA Audit reviewed by the department staff in collaboration with the School Finance Department.
* Evidence that Section III, Federal Award Program Audit findings have been addressed.
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| **FA 9**□ I-A□ I-C□ II-A□ III-A□ IV-A□ V-B | **Time and Effort** Charges to Federal awards for salaries and wages, including stipends, must be based on records that accurately reflect the work performed. 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. Uniform Guidance 2 CFR Part 200.430, 200.403(a).  | **Confirm the LEA can provide the following evidence:** * Actual signed Time and Effort documentation for salaries and wages, including stipends for each federally funded staff member.

**Note**: These documents (time and effort certifications) **must be signed after the fact by either the employee personally, or a supervisor with reasonable knowledge of the employee’s schedule and work responsibilities**. * Semi-annual certification: (single cost objective 100%). Good practice: Twice a year.
* Personnel Activity Reports (PARs) (multiple cost objectives). At least quarterly.
* Substitute system (similar to semi-annuals but for multiple cost objectives with a predetermined, set schedule). Good practice: twice a year.

**Note:** After the Time & Effort certifications are collected, the LEA must reconcile budgeted hours (percentages) vs actual hours and perform journal entries, if necessary to allocate costs to appropriate funds for expenditure. See Time and Effort resources athttps://www.sde.idaho.gov/federal-programs/funding/files/fiscal/time-effort/Written-Time-and-Effort-Procedures-Example.docx |  |  |  |  |
| **FA 10**□ I-A□ I-C□ II-A□ III-A□ IV-A□ V-B | **Record Retention** 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.**Definition:** 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. | **Confirm the LEA can provide the following evidence:*** The LEA has the GAN (Grant Acknowledgement Notification) on file or knows where to access it in the GRA.
* A sample of any record (invoice, PO, etc.) from 6 fiscal years ago. For example, 2026-27 monitoring: attach 2019-2020 invoice)

**Note:** The State Department of Education hereby recommends that LEAs maintain five years, and one audit year, to comply with the record retention schedule for all federal fiscal and programmatic records, which is a total of six (6) years |  |  |  |  |
| **FA 11**□ IX-A | **Determining Homeless Set-Aside** 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. This reservation requirement is not formula driven. The method of determination of such funds shall be determined1. based on the total Title I-A allocation received by the LEA; and
2. prior to any allowable expenditure or transfers by the LEA.

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)&(C) | **Confirm the LEA can provide the following evidence:*** Title I-A Budget page – Homeless Education set-aside amount must be sufficient to provide services to homeless children and youth and can be based on:
* A Needs Assessment or
* The number/needs of students identified in the previous year identified students.
* Evidence of agreement that the set-aside amount has been determined through consultation between the Title I director and Homeless Liaison to meet the Homeless ed. program needs
* Evidence of budget expenditures to provide educationally related support services to children in non-Title I-A schools.

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.For the needs assessment template, go to [Homeless Needs Assessment template](https://www.sde.idaho.gov/federal-programs/homeless/files/FA-12/Homeless-Set-Aside-Sample-Needs-Assessment.docx) |  |  |  |  |
| **FA 12**□ IV-A | **Title IV-A Content Area Distribution**LEAs receiving more than $30,000 demonstrate that not less than 20 percent of Title IV-A funds are used to:1. Support well-rounded educational opportunities
2. Implement activities to support safe and healthy students

Sec 4107 & 4108 The LEA demonstrates that at least a portion of Title IV-A funds are used to:1. Implement activities to support the effective use of technology

Sec 4109LEAs shall not use more than 15 percent of Title IV-A funds for the purchase of technology infrastructure (hardware / software). ESSA Section 4109(b) | **Confirm the LEA can provide the following evidence:*** Ledgers, budget reports or other reflections of expenditures and/or anticipated expenditures categorized by Content Area Distributions 1,2,3)
* LEA budget categories for Content Areas Distributions 1,2,3 agree with the CFSGA

**Note:** LEA budget should show separate budget accounts for the Content Area Distribution. |  |  |  |  |
| **FA 13**□ I-A | **Title IA - Neglected Set-Aside Allowable Use of Funds** (only applicable to districts w/ verified “Neglected” facilities located within their geographical boundaries) 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: 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. 2) provide dropout prevention for at-risk youth; 3) coordinate health and social services (drug & alcohol counseling, mental health counseling) to improve the likelihood that such individuals will complete their education; 4) meet the unique academic needs of participating youth (career & technical ed, special education, etc.); or5) provide mentoring and peer mediation; or 6) provide services for at-risk Indian youth. ESEA, Title IA, Subpart 1, Sect. 1113(c)(3)(B & C) | **Note**: 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 LEAs in which they are located, since their residents may attend school in the LEA on a temporary or ongoing basis.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.Federal law mandates that student residents in locally run neglected facilities who attend school in districts where their facilities are located must be provided with the same services as any other Title-I eligible student. LEAs may opt to partner with “neglected” facilities within their borders in order to offer special programs in the facility or district-wide, however, this is not a requirement under the federal law.**Only for LEAs with Neglected Set-Aside Funds****Confirm the LEA can provide the following evidence:*** Records/evidence (CFSGA, GRA, accounting) showing the process for budgeting and accounting of Neglected Set-Aside funds
* Process/timeline for at-risk support planning collaboration, and coordination w/ other funding sources and programs
* Evidence of annual count collection of identified Neglected facilities w/in LEA boundaries for funding purposes
* Evidence of identifying the number of at-risk students served with Neglected set-aside funding for reporting purposes.
* If applicable, current formal agreement (MOU) or assurance(s) between the LEA and Neglected facility(s) are in place with a current review date and signatures to provide Title I-A type services within the facility or in the district.
* 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.
 |  |  |  |  |
| **FA 14**ES | **Control of Funds – Inventory**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) | **Confirm the LEA can provide the following evidence:*** Evidence that the LEA maintains control of all funds related to services, materials, and equipment expenditures on behalf of private school students and teachers.
* LEA inventory for each private school, which includes all items purchased for use by the private school and the location of the items.
* Evidence of communication with private schools regarding an annual update of its inventory.
 |  |  |  |  |

# PROGRAM EFFECTIVENESS AND STUDENT ACHIEVEMENT

# Student Identification (SID)

| Indicator/ Programs | Citation | Supporting Documents and Resources | Y | N | NA | COMMENTS |
| --- | --- | --- | --- | --- | --- | --- |
| **SID 1**□ ALL LEAs□ III-A OCR | **Home Language Survey****\*Applies to ALL Districts/Charters**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; ESSA Section 3113(b)(2). | **Confirm the LEA can provide the following evidence:*** For all participating schools-- the completed, **redacted** sample forms.
* Confirm the LEA can provide a copy of the completed current State-Approved Home Language Survey found in **all students’** cumulative files – Qualified EL students *and* English–only students.

[State-Approved Home Language Survey](https://www.sde.idaho.gov/federal-programs/el/files/program/forms/Statewide-Home-Language-Survey.docx)* Confirm the LEA has evidence of current personnel assigned to the ELMS.Editor (ISEE admin tool user role) noted in CFSGA

\*In accordance with Senate Bill 1371, the LEA must remove all personally identifiable data and/or information before submitting documentation |  |  |  |  |
| **SID 2**□ I-A□ I-C | **Migrant Parent Employment Survey**The LEA assists with the identification of all potential migratory children and youth using the statewide “Parent Employment Survey” (PES) for all newly enrolling students.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” ESSA Section 1001 (11) | **Confirm the LEA can provide the following evidence:*** Completed **redacted** Parent Employment Survey samples (for migrant students and for non-migrant students).
* Current State-approved “Parent Employment Survey” in students’ cumulative files for all newly enrolled students starting with the 2019-2020 school year.

**For non-migrant funded districts ONLY:** * Evidence that required “Parent Employment Surveys” are forwarded securely to the local Regional ID & R Coordinator within 2 weeks of receipt. (Note: required surveys are those that have a YES answer on question #2 related to Agricultural work.)
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| **SID 3**□ I-A | **Title I-A Targeted Assistance Schools Rank Order List**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)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) | **Confirm the LEA can provide the following evidence** for **each** participating Targeted Assistance school:* **Redacted** copy of targeted rank order list which includes multiple educational objective criteria such as Universal Screener-Reading, Universal Screener-Math, IRI, ISAT or other educational assessment, and Teacher Recommendation used to identify students for services.
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| **SID 4**□ I-C | **Title I-C ID&R**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) | **Confirm the LEA can provide the following evidence:*** 5-10 pages of the Family Liaison Record Keeping Logs
* Statement detailing procedures for storage of current and expired COEs.
* Evidence of attending state and regional ID&R training
* Evidence of the LEAs Re-Interviewing process and results (CFSGA and Re-Interviewing Summary Report in MSIS)
* Quality Control Plan (CFSGA)
* Review of the number and severity of errors found on Certificates of Eligibility (COEs) for the past year
 |  |  |  |  |
| **SID 5**□ I-C | **Title I-C Timely Records Transfer**The LEA provides educational continuity for migrant students through the timely transfer of educational and health records. ESSA Section 1304(b)(3) | **Confirm the LEA can provide the following evidence:*** Evidence of communication with receiving districts of migrant students (e.g., email, family liaison logs, SFTP records transfer)
* Evidence of the use of move notices in MSIX
* Statement verifying that a COE copy is filed in students’ cumulative record.
* Quarterly Data Verification checklist for use of Migrant Student Information System (MSIS) and move notifications in Migrant Student Information Exchange (MSIX).
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| **SID 6**□ III-A OCR | **Title III-A English Language Proficiency Screener**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. Title VI of the Civil Rights Act of 1964. | **For all participating schools, confirm the LEA can provide the following evidence:*** Ensure screener documents are placed in student cumulative files (former IELA Screener, former W-APT Summary Sheets, WIDA Screener for Kindergarten or WIDA Online screener report).
* Redacted completed screener forms documentation
 |  |  |  |  |
| **SID 7**□ III-A OCR | **Title III-A Language Instruction Education Program & Written Procedures**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. Title VI of the Civil Rights Act of 1964; ESSA Section 3113(b)(2) | **Confirm the LEA can provide the following evidence:*** Written LEA processes and procedures and evidence of where they are accessible, i.e. website, school handbook, etc.
* Ensure written LEA processes and procedures are reviewed and accessible to anyone needing and requesting information about the LEA's LIEP and services (i.e. EL program manual, flowchart, EL role/responsibilities, curriculum, progress monitoring data).
 |  |  |  |  |
| **SID 8**□ III-A  | **Title III-A LIEP Exit Forms**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) | **For all participating schools, confirm the LEA can provide the following evidence:*** **Redacted** Exit forms from student cumulative files. [English Learner Program Exit Form Template](https://www.sde.idaho.gov/federal-programs/el/files/program/forms/EL-Exit-Form.docx) > Forms (Exit Form)
* Sample Exit form if the current student form is not available
 |  |  |  |  |
| **SID 9**□ IV-A | **Title IV-A Fund Distribution Methodology**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.ESSA Section 4106(e)(2) | **Confirm the LEA can provide the following evidence:*** Sampling of data reviewed to determine prioritization of funds
* Documentation reflecting the distribution of funds.
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| **SID 10**□ IX-A(revised) | **Title IX-A Homeless Education Identification & Services**The LEA shall describe the services provided to 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) | **Confirm the LEA can provide the following evidence:*** Evidence of Identification procedures, such as:
* Housing Survey form
* Outreach activities occur more than once per year
* Staff referral process
* Coordination of activities with other entities/agencies
* Outreach/self-referral for UHY
* Evidence of coordinated services provided to identified students and unaccompanied homeless youth (UHY)
* MV Program Annual Calendar of activities/events for MV students
* List of services & support available for MV students/families
* Evidence of process for data collection and monitoring of student success & well-being - including attendance tracking, academic progress, services/referrals, etc.

For examples/templates, please visit the [Title IX-A: Homeless Children & Youths webpage](http://www.sde.idaho.gov/federal-programs/homeless/)  |  |  |  |  |
| **SID 11**□ IX-A(revised) | **Title IX-A Data Collection & Record Keeping**Any record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, regarding each homeless child or youth shall be maintained.* so that the records are available, in a timely fashion, when a child or youth enters a new school or school district; and
* in a manner consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g).

ESSA Part C, Subtitle B § 722(g)(3)(C)-(D)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. 42 USC § 11432 (g)(3)(G) | **Confirm the LEA can provide the following evidence:*** **Redacted** evidence (i.e. SIS report) demonstrating students are coded in student management system & uploaded regularly to ISEE
* **Redacted** MV Annual cumulative roster
* Eligibility & exit dates
* Records requests/transfers
* Tracking of services & referrals
* Communication with the Child Nutrition department
* **Redacted** documentation for an Active MV student file to include:
* Housing survey
* Eligibility/needs assessment
* Services/referrals
* Contact log
* Statement assuring the following:
* Documents/files are kept in secure/locked files (on-site)
* Personally Identifiable Information (PPI) regarding a student’s MV status should be shared and/or transferred via a secure means

Written Eligibility Letter in CUM folders (annually updated)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. |  |  |  |  |

# Program Needs Assessment, services, and Evaluation (PROG)

| Indicator/ Programs | Citation | Supporting Documents and Resources | Y | N | NA | Comments |
| --- | --- | --- | --- | --- | --- | --- |
| **PROG 1**□ I-A□ I-C□ III-A□ V-B | **Paraprofessional Schedules and Supervision**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)Paraprofessional, also known as a ‘paraeducator, includes education assistants and instructional assistants. ESSA Section 8101(37) | **For ALL participating schools, confirm the LEA can provide the following evidence:*** Paraprofessional schedules, including where instruction is provided and the name of the certified supervisor.

Note: Each paraprofessional schedule, LEA budget & expenditures, and time and effort should align for all Title programs. Ex: 50% TI-A, 20% TII-A, 30% General FundsNote: Include the Migrant Family Liaison schedule. |  |  |  |  |
| **PROG 2**□ I-A | **Title I-A Schoolwide Program** Implementation of a schoolwide program includes the following plan components):1. **Schoolwide reform strategies** incorporated in the overall instructional program:

Is based on a comprehensive needs assessment …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 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 …1. **Instruction by qualified staff** with ongoing professional development:

Recruit and retain effective teachers, particularly in high-need subjectsProfessional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments. 1. **Parental involvement:**

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. 1. **Transition:**

Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs. 1. **Additional support:**

Other activities may be included. See ESSA Section 1114, 1116 | **For ALL Schoolwide schools, confirm the LEA can provide the following evidence:*** Professional development annual plan for **each** school
* Meeting agendas and sign-in sheets with roles of participants to include meetings with parental input to schoolwide plan development
* Additional documentation, as applicable
 |  |  |  |  |
| **PROG 3**□ I-A | **Title I-A Schoolwide program evaluation:**The plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided with opportunities to meet the challenging State academic standards. 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) | **For ALL Schoolwide schools, confirm the LEA can provide the following evidence:*** A written Schoolwide Program evaluation, which includes the following;
	+ List of who is involved in the program evaluation process, and how often the team meets
	+ data from which information is gathered and analyzed for evaluating the effectiveness of the schoolwide program
	+ what changes have occurred in the school since last year? Consider the school population, instructional staff, school climate, etc.
	+ description/data showing core instruction is effective (students making progress)
	+ State and LEA assessment data
	+ the process for implementing instructional and programmatic changes based on data

NOTE: The schoolwide program evaluation requirement is critical. A formal evaluation process must be in place and documented.The SWIP app is located at [the Schoolwide/Improvement Plan Application webpage](http://apps.sde.idaho.gov/SWIP/Home/Home) |  |  |  |  |
| **PROG 4**□ I-A | **Title I-A Targeted Assistance Schools** Documentation supports the components of a Targeted Assistance School Program:* Use Title I resources to help participating children meet the challenging State academic standards ESSA Section 1115
* Uses methods and instructional strategies to strengthen the academic program of the school ESSA Section 1115
* 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
* Helps provide an accelerated, high-quality curriculum ESSA Section 1115
* Minimizes the removal of children from the regular classroom during regular school hours for instruction ESSA Section 1115
* 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
* Provides strategies to increase the involvement of parents ESSA Section 1116
* If appropriate and applicable, coordinates and integrates Federal, State, and local services and programs ESSA Section 1111(d)
* 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)
* 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)
 | **Confirm the LEA can provide the following evidence:*** Evidence that the Targeted Assistance program includes the required components, including evaluating the effectiveness of the targeted assistance program, i.e., researched based curriculum used, highly qualified staff, rank order, instructional schedules.
* Professional Development calendar
* Detailed meeting agendas and sign in sheets

Activities may include: * expanded learning time
* before and after school programs
* summer programs and opportunities
* a schoolwide tiered model to prevent and address behavior problems
* early intervening services, coordinated with similar activities and services carried out under IDEA
 |  |  |  |  |
| **PROG 5**□ I-A | **Title I-A Foster Care Point of Contact**LEAswill:Designate a Point of Contact (POC) for Foster Care Liaison to the Health & Welfare Department (and notify State Department of Education). *The LEA POC may be the LEA McKinney-Vento Liaison.* ESSA Section 1112 (c)(5)(A)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)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) | **Confirm the LEA can provide the following evidence:*** Name of LEA Foster Care POC
* Written protocol for the foster care liaison role in the district
* Developing and coordinating local transportation procedures
* Coordinating with local CWAs to develop a process for implementing ESSA provisions
* Leading the development of the best interest determination process
* Facilitating the transfer of records and immediate enrollment, and data sharing with CWAs

Resources are available at: <https://sde.idaho.gov/federal-programs/basic/> |  |  |  |  |
| **PROG 6**□ I-A □ III-A | **Annual Assessment for ELP**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.ESSA Section 1111(b)(2)(G)ESSA Section 3113(b)(3)(B) | **Confirm the LEA can provide the following evidence:*** LEA’s written policy and procedure for verifying the number and percentage of ELs tested on ELP assessments.
* Narrative and program evidence delineating how the LEA provides appropriate accommodations for ELs with an active IEP on the ELP assessment.
* List of certified ACCESS 2.0 and Alternate ACCESS proctors with current school-year corresponding WIDA assessment certificates.
* Evidence that LEA only administers Alternate ACCESS to ELs also participating in other alternate assessments. (Idaho Department of Education will check ELMS and ISEE).

**Note: Written procedure applies to all Title I-A programs even if there are no enrolled English Learners**. |  |  |  |  |
| **PROG 7**□ I-A | **Title I-A English Learner Annual Assessment**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) | **Confirm the LEA can provide the following evidence:*** 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.
* Evidence that ELs are participating in academic achievement assessments by providing **redacted** assessment reports from IRI/ISIP and ISAT

**Note: Written procedure applies to all Title I-A programs even if there are no enrolled English Learners.** |  |  |  |  |
| **PROG 8**□ I-A | **Title IA Neglected/At-Risk Set-Aside & Programming**A LEA shall reserve funds as necessary to provide services comparable to those provided to children in Title IA funded schools to serve(ii) children in local institutions for neglected children, and(iii)if appropriate, children in local institutions for delinquent and neglected or delinquent children in community day programs.ESSA 1113 (c)(3)(A)(ii, iii)  | **Confirm the LEA can provide the following evidence:*** List of all qualifying Neglected facilities and contact information for programs located within the district’s geographical boundaries
* Annual Fall Count forms submitted for qualifying sites.
* 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.
* 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.
* Approved CFSGA Neglected/At-risk program plan.

**NOTE: This indicator is applicable only to LEAs that have identified Neglected/At-Risk Facilities** |  |  |  |  |
| **PROG 9**□ I-C | **Title I-C Migrant Comprehensive Needs Assessment (CNA)**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) | **Confirm the LEA can provide the following evidence:*** Documentation of the LEA CNA, including:
* CNA team members
* CNA Timeline
* Agenda/Minutes of meetings
* Documentation of analysis of completed parent, student, staff surveys and focus group findings
* Final report/list of needs identified
 |  |  |  |  |
| **PROG 10**□ I-C | **Title I-C Migrant Coordination of Services**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) | **Confirm the LEA can provide the following evidence:*** 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 preschool children and children who have dropped out of school (e.g. agendas, meeting minutes, email correspondence, collaboration logs)
* **Redacted** 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)
 |  |  |  |  |
| **PROG 11**□ I-C | **Title I-C Advocacy**LEA programs will provide 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) | **Confirm the LEA can provide the following evidence:*** Redacted 5-10 pages of the Family Liaison Record Keeping Logs
* Evidence of referred and support services entered in MSIS
 |  |  |  |  |
| **PROG 12**□ I-C | **Title I-C Measurable Program Outcomes (MPOs)**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) | **Confirm the LEA can provide the following evidence:*** Data collection to measure progress toward current year MPOs
 |  |  |  |  |
| **PROG 13**□ I-C | **Title I-C Priority for Services**The LEA gives priority to migratory children who are failing or most at risk of failing to meet challenging State academic standards and whose education has been interrupted by a qualifying move during the previous year. ESSA Section 1304(d) | **Confirm the LEA can provide the following evidence:*** Evidence that Priority for Services (PFS) students are identified (MSIS)
* Written procedures that PFS migrant students are being served on a priority basis through the migrant program (CFSGA)
* Evidence that PFS students are receiving services (MSIS)
 |  |  |  |  |
| **PROG 14**□ I-C | **Title I-C Continuation of Services**The law also allows for the 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) | **Confirm the LEA can provide the following evidence:*** Written procedures for the identification process and services provided to COS students, including how students with long-term COS are re-evaluated periodically
 |  |  |  |  |
| **PROG 15**□ I-C | **Title I-C Professional Development**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) | **Confirm the LEA can provide the following evidence:*** Current year agendas and sign-in sheets for annual migrantspecific professional development/trainings during the regular school year and, if applicable, for summer school. Include participants’ roles (e.g., teacher, paraprofessional, administrator)
* Presentations or other supporting materials associated with the training.
 |  |  |  |  |
| **PROG 16**□ II-A | **Title II-A Professional Development Activities**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) | **Confirm the LEA can provide the following evidence:*** LEA and/or school-level professional development calendars for the current school year
 |  |  |  |  |
| **PROG 17**□ II-A | **Title II-A Professional Growth and Improvement**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) | **Confirm the LEA can provide the following evidence:*** Description of or additional information about LEA induction program or leadership development opportunities, as applicable.
 |  |  |  |  |
| **PROG 18**□ II-A | **Title II-A Prioritizing Funds**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) | **Confirm the LEA can provide the following evidence:*** List of schools in LEA, including any CSI, TSI, and/or ATSI designations, as applicable.
* Description of how the LEA is prioritizing funds to schools that are implementing CSI and TSI activities, as applicable.
 |  |  |  |  |
| **PROG 19**□ II-A | **Title II-A Use of Data**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) | **Confirm the LEA can provide the following evidence:*** 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.
 |  |  |  |  |
| **PROG 20**□ II-A | **Title II-A Consultation and Coordination**(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;(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;(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) | **Confirm the LEA can provide the following evidence:*** 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.
 |  |  |  |  |
| **PROG 21**□ II-A | **Title II-A Allowable Activities**Activities:(1) Shall be in accordance with the purpose of this title.(2) Shall address the learning needs of all students; and(3) May include (A)-(P) ESSA Section 2103(b) Types of Activities<https://www2.ed.gov/documents/essa-act-of-1965.pdf> | **Confirm the LEA can provide the following evidence:*** CFSGA Title II-A Activities descriptions

See also the Federal Programs Allowable Use of Funds Manual at [Allowable Use of Funds Manual (idaho.gov)](https://www.sde.idaho.gov/federal-programs/funding/files/fiscal/allowable/Federal-Programs-Allowable-Use-of-Funds.pdf) |  |  |  |  |
| **PROG 22**□ III-A OCR | **Title III-A Core Language Instructional Education Program (LIEP)**Each student identified for the **CORE EL program** 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 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)}. | **For ALL participating schools, confirm the LEA can provide the following evidence:*** Schedule(s) for all EL services provided, detailing specific staff delivering such services.
* Title III CFSGA Program Description for EL/Bilingual service(s) provided by the Language Instruction Educational Program (LIEP) (e.g., course descriptions, curriculum map, scope and sequence) and add additional narrative information as needed
* List of curricular resources/materials used for providing core EL instruction.
* Educational Learning Plans (ELPs) are completed, and copies of ELPs are placed in cumulative files.
 |  |  |  |  |
| **PROG 23**□ III-A OCR | **Title III-A Effective Language Instruction**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). | **For ALL participating schools, confirm the LEA can provide the following evidence:*** Progress monitoring data and evidence that instruction has been designed to meet the needs of ELs. (e.g., lesson plans detailing EL differentiation and/or use of EL strategies in classroom instruction and data reports).
 |  |  |  |  |
| **PROG 24**□ III-A OCR | **Title III-A Linguistic & Academic Parity**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. Title VI of the Civil Rights Act of 1964, [648 F. 2d 989 (5th Circuit, 1981)] | **For ALL participating schools, confirm the LEA can provide the following evidence:*** Redacted 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.
 |  |  |  |  |
| **PROG 25**□ III-A OCR | **CFSGA Title III-A Yearly Goals** The LEA has created a Title III-A Plan to increase the English proficiency levels of EL students by providing effective language instruction educational programs that meet 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) | **Confirm the LEA can provide the following evidence:*** CFSGA Goals Matrix and evidence and/or documentation of meeting the previous school year’s CFSGA Title III Goals (in Goals Matrix).

**(NA for LEAs participating in the Title III-A Consortium)** |  |  |  |  |
| **PROG 26**□ III-A OCR | **Title III-A Coordination of Services**EL students are identified and qualified for special programs (Title I, Special Ed, Gifted and Talented) promptly 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 | **For ALL participating schools, confirm the LEA can provide the following evidence:*** Documentation of joint planning among programs funded by local, state, and federal sources in providing services to English Learners
* Redacted 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, and extracurricular activities. Label English Learners on class or activity rosters
* Documentation from IEP cumulative files that note EL personnel participated as part of the decision-making team in IEP meetings for EL students who are also qualified as Special Education
 |  |  |  |  |
| **PROG 27**□ III-A OCR | **Title III-A Monitoring Exited Students**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. Title VI of the Civil Rights Act of 1964 | **Confirm the LEA can provide the following evidence:*** LEA Monitoring Forms and description of the monitoring process. The LEA Monitoring Form includes multiple data sources such as state assessment scores, district assessment scores, grades, teacher feedback, attendance, etc.
 |  |  |  |  |
| **PROG 28**□ III-A  | **Title III-A Entering & Verifying EL Student Data**The LEA has a process for entering and verifying ISEE, ELMS, and IDCI data for English Learners. ESSA Section 3121 | **Confirm the LEA can provide the following evidence:*** LEA’s written policy or procedure for timely and effectively entering and verification of data for English Learners.
* Educational Learning Plans (ELPs), Erroneous Identification Application, and parental waiver of services (EW) forms are submitted in ELMS promptly.
* Most current ISEE upload for Immigrant data accuracy (e.g. language, country of origin, date of entry to the US).
* LEA has current personnel assigned to these roles:
1. Title III EL Programs Coordinator (IDCI)
2. ID English Language Proficiency Assessment Coordinator (IDCI)
 |  |  |  |  |
| **PROG 29**□ III-A | **Title III-A Professional Development**LEAs must use Title III funds to provide effective professional development for teachers and principals of ELs that is: * Designed to improve the instruction and assessment of ELs;
* Designed to enhance the ability of teachers and principals to understand and implement curricula, assessment measures and practices, and instructional strategies for ELs;
* Effective in increasing children’s English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of teachers of ELs; and
* Of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in the classroom. This does not include one-day or short-term events, unless as part of a teacher’s comprehensive professional development plan that is based on needs assessment.

ESSA Section 3115(c)(2) | **For ALL participating schools, confirm the LEA can provide the following evidence:*** Agendas and sign-in sheets for EL-specific professional development, including participants’ roles (e.g., teacher, paraprofessional, administrator)
* Handouts, notifications, etc., provided during presentations or other supporting materials associated with the training.
* Training evaluations/surveys from families and staff.
 |  |  |  |  |
| **PROG 30**□ III-A | **Title III-A Immigrant Grant Fund Use** The LEA uses Immigrant funds to serve immigrant children and youth as required by Section 3115(e)The term “immigrant children and youth” as defined in section 3201(5) of the Elementary and Secondary Education Act (ESEA), means individuals who-1. Are aged 3 through 21;
2. Were not born in any State; and
3. Have not been attending one or more schools in any one or more States for more than 3 full academic years.

**\*An immigrant student may or may not also be EL, and an EL student may or may not also be an immigrant.** | **Confirm the LEA can provide the following evidence:*** Evidence and/or documentation of meeting the previous school year’s CFSGA Title III Immigrant Goals (in Goals Matrix).
* Revenue and Expense Report or General Ledger - to include revenue, expenditures, and remaining balance
* Budget Report – to include budgets, and may also include actual expenses
* Gross Pay by Code Report – to include positions, names, and amounts
* Detailed Ledger Report – to include detailed expenditure transactions: type of expense, vendor name, date, and amount
* Budget Report for the previous year if the LEA is reporting carryover in the current year
* Accounting report identifying positions paid in Salaries & Benefits for the Immigrant Grant.
* List of all staff, **including FTEs and funding sources**
* List of immigrant students
* Approved Title III Immigrant Grant Plan
 |  |  |  |  |
| **PROG 31**□ IV-A | **Title IV-A Needs Assessment**LEAs receiving **$30,000 or more** in Title IV-A funds shall conduct a comprehensive needs assessment\* in order to examine needs for improvement of:1. Access to, and opportunities for, a well-rounded education for all students.
2. School conditions for student learning in order to create a healthy and safe school environment; and
3. Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology

ESSA Section 4106(d)(\*to occur every three years) | **Confirm the LEA can provide the following evidence:*** 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.).

(\*to occur every three years)**ONLY APPLICABLE for LEAs with IV-A allocations > $30,000.** |  |  |  |  |
| **PROG 32**□ IV-A | **Title IV-A Funding Distribution**LEAs receiving **$30,000 or more** in Title IV-A funds shall: 1. Use not less than 20% of their allocation to develop and implement programs and activities that support access to a well-rounded education.
2. Use not less than 20% of their allocation to foster safe, healthy, supportive and drug-free environments that support academic achievement.
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.

ESSA Sections 4107, 4108 & 4109 | **Confirm the LEA can provide the following evidence:*** 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.

**ONLY APPLICABLE for LEAs with IV-A allocations >$30,000.** |  |  |  |  |
| **PROG 33**□ IV-A | **Title IV-A Coordination and Community Partnerships**Programming funded by Title IV-A are coordinated with other schools and community-based services and programs.ESSA Sections 4107, 4108 & 4109 | **Confirm the LEA can provide the following evidence:*** 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.)
 |  |  |  |  |
| **PROG 34**□ V-B | **Title V-B RLIS evaluation:**Grant funds are used to support measurable goals and objectives that increase student academic achievement and/or decrease student dropout rates. ESSA Section. 5224. [20 U.S.C. 7351c] | **Confirm the LEA can provide the following evidence:*** Identify who is involved in the evaluation process.
* Documents for academic achievement. Identify data from which information is gathered and analyzed for evaluating the effectiveness of the RLIS program.
* Documentation of measurable goals to be achieved stated in the RLIS plan in the CFSGA.
 |  |  |  |  |
| **PROG 35**□ V-B | **Title V-B RLIS Activities**The LEA is using Title V-B funds as approved in their CFSGA application; can include any or all of the following:1. Teacher recruitment and retention, including the use of signing bonuses and other financial incentives.
2. Teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers.
3. Educational technology, including software and hardware, as described in Part D of Title II.
4. Parental involvement activities.
5. Activities authorized under the Safe and Drug-Free Schools program under Part A of Title IV.
6. Activities authorized under Part A of Title I.
7. Activities authorized under Title III.

ESSA Section 5222 (a) | **Confirm the LEA can provide the following evidence:*** Documentation that supports the implementation of activities selected by the LEA, supported with RLIS funding.
* Expenditure reports.
 |  |  |  |  |
| **PROG 36**□ IX-A | **LEA MV/Homeless Liaison** The LEA has designated an appropriate staff person as a Homeless Liaison who must be able to fulfill the 10 liaison duties listed in ESSA, Subtitle B, Section 722 (g)(6)(A)(B)(C). 42 U.S.C. § 11432(g)(6)(A) | **Confirm the LEA can provide the following evidence:*** Idaho District Contact Information (IDCI) is updated through submission of a “Program Contact File” via ISEE upload
* McKinney-Vento Liaison (MVL-only on individual)
* Homeless Ed. Contact (HED-multiple individuals okay)
* MV Program/Liaison calendar showing month-by-month activities, events, and collaboration efforts
* Written assurance that the Homeless Liaison can fulfill the 10 liaison duties as listed in ESSA

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: * The legal requirements/10 duties
* Data indicating the prevalence and needs of homeless youth
* Past technical assistance provided to the LEA to determine how much time the MV programs require to be managed well
* The number of schools & students in the district
* The number of identified students as a percentage of students living in poverty

Visit [the Title IX-A: Homeless Children & Youths webpage](http://www.sde.idaho.gov/federal-programs/homeless/) for the Homeless Liaison checklist of duties, professional development opportunities & sample calendar |  |  |  |  |
| **PROG 37**□ IX-A | **MV/Homeless Liaison Professional Development**The LEA has policies and practices to ensure that the liaison participates in professional development and other technical assistance activities as determined appropriately by the State Coordinator. ESSA Subtitle B, Section 722 (f)(5)(C) & (6), [42 U.S.C. § 11432(g)(1)(J)(iv)] | **Confirm the LEA can provide the following evidence:*** Evidence of attendance at the annual Idaho Department of Education MV Liaison training (certificate of completion generated by the Idaho Department of Education MV Coordinator)
* OR provide evidence of approved alternative training assignment provided by the Idaho Department of Education MV Coordinator.
 |  |  |  |  |
| **PROG 38**□ IX-A | **MV/Homeless Staff Training & Awareness**The LEA shall inform school personnel, service providers, and advocates working with homeless families of the duties of the local educational agency liaisons. ESSA Subtitle B, Section 722 (g)(6)(B) Liaison shall ensure that school personnel providing services under this subtitle receive professional development and other support. 42 USC § 11432 (g)(1)(6)(A)(ix) | **Confirm the LEA can provide the following evidence:*** MV liaison shall ensure that **ALL** school personnel - including administrators, registrars, teachers, counselors, transportation, child nutrition, and other support staff – understand the signs of homelessness, district processes for enrollment, identification, referral of suspected students, and services/supports that may be provided to MV students.
* Training PowerPoint or presentation materials
* Handouts
* Agenda
* Sign-in sheets with staff member roles noted (teacher, administrator, paras, maintenance, bus driver, etc.
* If applicable: evidence of homeless education training for staff in non-Title I-A schools and local shelters.
 |  |  |  |  |
| **PROG 39**□ IX-A | **MV/Homeless Related Policies** 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),The LEA policy must meet all of the requirements included in ESSA Subtitle B, Section 722(g)(3).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, including: - Transportation services - Special programs: \*Title IA  \*Special Education  \* Limited English/Language  Acquisition - Vocational/Technical Ed. - Gifted/Talented - School Nutrition ESEA Sub B § 721 (g)(4)(A-E)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*.*42 USC § 11432(g)(1)(I) | **Confirm the LEA can provide the following evidence:*** The current MV Policy, adopted by the governing board, describes the rights of homeless students and the requirements of the LEA in serving these students.
* Evidence of Review and Revision within 3 years of other policies that create barriers to attendance, retention, credit accrual, & graduation, etc. for students experiencing homelessness, including the following:
* Attendance
* Retention
* Awarding credits
* Graduation
* Student fees
* MV Policy should address:
* Rights of Homeless children and youth
* Definitions
* LEA MV/Homeless liaison role and responsibilities
* Coordination with other local and  State agencies/programs
* Dissemination of education rights
* Immediate Enrollment
* Best Interest Determination/School Selection
* Dispute resolution
* Services available/comparable
* Provisions for awarding full or partial credit for completed coursework

Elimination of barriers for full participationFor a copy of the MV policy checklist, please visit [the Title IX-A: Homeless Children & Youths webpage](http://www.sde.idaho.gov/federal-programs/homeless/)  |  |  |  |  |
| **PROG 40**□ IX-A | **MV/Homeless Removing Barriers & Full Participation**LEA must review and revise laws, regulations, policies, **and practices** 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)Considerations shall be given to issues concerning transportation, immunization, residency, birth certificates, school records 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) | **Confirm the LEA can provide the following evidence:*** Written document/procedures that address how the LEA removes barriers for MV students to access all academic and/or extracurricular activities.
* Enrollment
* “parent” permissions for UHY
* Fee waivers
* CTE programs
* Summer school participation
* Advanced Placement/Placement/Dual Credit
* Online learning/device checkout

For examples/templates, please visit [the Title IX-A: Homeless Children & Youths webpage](http://www.sde.idaho.gov/federal-programs/homeless/) |  |  |  |  |
| **PROG 41**□ IX-A | **MV/Homeless Notice of Educational Rights & Services**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) 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) 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) | **Confirm the LEA can provide the following evidence:*** Evidence of public notice of education rights & contact information
* List of locations of posters with updated LEA and Idaho Department of Education contact information (school & non-school sites)
* Evidence of services/supports available locally for MV students & families
* MV brochures
* Family/Student Needs Assessment
* List of local partners/referrals
 |  |  |  |  |
| **PROG 42**□ IX-A | **MV/Homeless School Stability & Best Interest**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. (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) & (ii) | **Confirm the LEA can provide the following evidence:*** Student-centered factors are considered when determining enrollment, placement, and services for students experiencing homelessness, as evidenced by the following:
* Best Interest Determination form
* Evidence of parent input regarding placement
* Notification must be provided in writing regarding a child’s eligibility, enrollment, school placement, etc., and the child-centered factors that were considered, including:
* Written Notification Letter (placement, eligibility, etc.)
* Idaho “Written Notification MV Eligibility” form

For examples/templates, please visit: [the Title IX-A: Homeless Children & Youths webpage](http://www.sde.idaho.gov/federal-programs/homeless/) |  |  |  |  |
| **PROG 43**□ IX-A | **MV/Homeless Dispute Resolution**If a dispute arises over eligibility, or school selection or enrollment in a school—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.
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 the State educational agency involved, including the rights of the parent, guardian, or unaccompanied youth to appeal such decisions.
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
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)
 | **Confirm the LEA can provide the following evidence:*** Written Dispute Resolution process/documents:
* Flowchart
* Dispute letter
* Parent/student rights

LEA process must align with the State’s MV/Homeless Education Dispute Resolution process.For examples/templates & state dispute process, please visit: [the Title IX-A: Homeless Children & Youths webpage](http://www.sde.idaho.gov/federal-programs/homeless/)**NOTE: Even if a dispute has not occurred in the past, the LEA is required to have written procedures & documents in the event a dispute/appeal occurs.** |  |  |  |  |
| **PROG 44**□ IX-A | **MV/Homeless Community Coordination & Referral Efforts**The LEA shall coordinate the provision of services for students experiencing homelessness with local social services agencies and shall ensure that… (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 (ii) Transportation, transfer of school records, and other inter-district activities, with other local agencies.ESSA Subtitle B, Section 722(g)(6)(A)(i), (iii) & (g)(6)(C) | **Confirm the LEA can provide the following evidence:*** **Redacted** evidence of coordination & collaboration between the liaison and departments/programs within the LEA: EL Migrant, Special Education, MTSS/RTI (academics & behavioral supports), 21st Center/afterschool programs, counseling/credit accrual, registrars/enrollment, transportation, child nutrition – to support the needs of students experiencing homelessness
* Free Lunch/MV roster
* Communication logs
* File transfer process
* Staff MV training—specific to roles/needs
* Staff referral documents/processes - Evidence of coordination & collaboration with neighboring LEAs with whom the LEA may mutually support students – transportation, records transfer, etc. - Inter-district Transportation Agreements -Communication logs
* Evidence of coordination & collaboration with social service agencies, local non-profits, H&W navigators, public health agencies, housing partners, local dentists/doctors, etc. - List of current Community Parents & contact information
* Annual Calendar of activities, events, collaboration, training, etc.
 |  |  |  |  |
| **PROG 45**□ IX-A | **Unaccompanied Homeless Youth (UHY)**1) are enrolled in school; 2) have opportunities to meet the same challenging State academic standards 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).  42 USC Section 11432(g)(6)(A)(x) | **Confirm the LEA can provide the following evidence:*** Evidence that the UHY has been informed of their Independent Student status.
* Written Eligibility for UHY document signed by the liaison
* Evidence that the UHY are informed of their rights and the supports/services for which they are eligible.
* UHY brochure
* 211 navigation
* Self-rescue manual/local support agencies

If UHY are identified, provide the following:* Evidence of liaison support for the UHY to acquire the necessary documentation for enrollment and full participation, etc.
* Birth certificate
* State ID card
* Social Security card

For examples/templates and links to resources, please visit: [the Title IX-A: Homeless Children & Youths webpage](http://www.sde.idaho.gov/federal-programs/homeless/) |  |  |  |  |
| **PROG 46**□ IX-A | **MV/Homeless College & Career Support**Homeless students receive assistance from counselors to advise such youths and prepare and improve the readiness of such youths for career and college. 42 USC § 11432(g)(1)(K)  | **Confirm the LEA can provide the following evidence:*** Evidence that the LEA is closing the gap between all students and students experiencing homelessness in cohort graduation rates.
* Evidence that ALL homeless students and UHY receive college and career counseling **ABOVE and BEYOND** what is provided to ALL students, including information regarding Career & Technical Education (CTE) programs.
* Mentoring programs
* Gradation planning
* 8th-grade career exploration and high school planning/registration support
* GEAR Up and Go On program participation
* Evidence of coordination with post-secondary, adult education (GED) programs, military recruiters, employment agencies, apprentice programs, Job Corps, etc.
* College visits
* Information fairs
* Orientation scheduling
 |  |  |  |  |

# Family and community engagement (FACE)

[Family & Community Engagement](http://sde.idaho.gov/federal-programs/face/index.html) webpage

| Indicator/ Programs | Citation | Supporting Documents and Resources | Y | N | NA | Comments |
| --- | --- | --- | --- | --- | --- | --- |
| **FACE 1**□ I-A | **Title I-A Parent Notification of Teacher Qualifications**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)\*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) | **Confirm the LEA can provide the following evidence:*** Samples of family/parent notification for **each** Title I-A building, in multiple languages as practicable.

[Sample Parent Notification for Teacher Qualifications](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fsde.idaho.gov%2Ffederal-programs%2Fbasic%2Fface%2Ffiles%2Ftemplates%2FSample-Parent-Notification-for-Teacher-Qualifications.docx&wdOrigin=BROWSELINK)  |  |  |  |  |
| **FACE 2**□ I-A | **Title I-A Parent Notification of Academic Assessments**The LEA ensures that each participating school provides 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) | **Confirm the LEA can provide the following evidence:*** Sample of **redacted** individual student state academic assessment reports
* Dated cover letter sent with the report OR DRC Parent Brochure and Report
 |  |  |  |  |
| **FACE 3**□ I-A | **Title I-A LEA Family Engagement Policy**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:* Develop a Title I Plan
* Build capacity to improve academic achievement
* Coordinate with other programs
* Include evidence-based strategies
* The policy has been reviewed annually

ESSA Section 1116 (a) | **Confirm the LEA can provide the following evidence:*** Copy of LEA Family Engagement Policy
* Evidence of an annual review with family/parent engagement, such as notification of meetings, list of attendees, minutes of meetings, agendas, and parent comments
* Policy that reflects an annual review date by the LEA board (Board minutes or current review date on policy).
* Evidence that the policy is distributed to parents (LEA website, newsletter, handbook, etc.)
 |  |  |  |  |
| **FACE 4**□ I-A | **Title I-A School Family Engagement Plan**Each school building has a parent and family engagement plan, including a timeline of activities/topics. 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) | **Confirm the LEA can provide the following evidence:*** Parent/family engagement plan, including a timeline of activities/topics that will provide families/parents with all of the following required components:
* Timely information about programs
* Family engagement opportunities related to shared responsibilities for high student academic achievement
* Addresses the importance of communication between teachers and parents
* Frequent reports to parents on their child’s progress, and
* Provides materials and training to help parents work with their child, e.g., Math Night, Reading Nights, Science Nights, use of SIS systems, etc.
* Evidence of dissemination to families and communities
* Evidence (agendas, minutes, sign-in sheets, fliers) of plan review process taking place (recommend annual review) with families and parents playing an active participant role
 |  |  |  |  |
| **FACE 5**□ I-A | **Title I-A School-Parent Compact** Each Title I school jointly develops with families/parents for all children served under Title I, a school-parent compact. The school distributes the compact to parents annually. ESSA Section 1116 (d)  | **Confirm the LEA can provide the following evidence for each Title I-A building:*** Evidence that the Compact contains required elements (see link below) and is collaboratively written and distributed annually

[School-Parent Compact Template](https://www.sde.idaho.gov/federal-programs/basic/face/files/templates/School-Parent-Compact-Template.docx)  |  |  |  |  |
| **FACE 6**□ I-A | **Title I-A Requirement- Annual Meeting**For each Title I-A building, provide 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) | **Confirm the LEA can provide the following evidence:*** Provide a copy of meeting notification(s), agenda, meeting notes/minutes, and sign-in/attendance list. Include parental comments and input in meeting notes.
 |  |  |  |  |
| FACE 7□ I-A | **Title I-A Building Capacity through Parent Engagement** For each Title I-A building, provide 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) | **Confirm that the LEA can provide the following evidence for each Title I-A building:*** Evidence of description and timeline of activities, including copies of materials, training agendas, sign-in sheets, etc.
* Evidence that schools provide assistance to families/ parents in understanding content and achievement standards, assessments, and how to monitor their child’s progress
* Evidence that parents and families are provided with materials and training to help their children succeed in school, such as literacy training and using technology
 |  |  |  |  |
| **FACE 8**□ I-A | **Title I-A Parent and Family Engagement Set-Aside**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) | **Confirm the LEA can provide the following evidence:*** CFSGA Budget Page
* Evidence that funds are used to promote parent and family engagement
* Title I-A set aside and budget pages

**Note- Must include at least one of the following activities:*** Providing professional development regarding parent and family engagement strategies
* Supporting programs that reach parents and families
* Disseminating information on best practices focused on parent and family engagement
* Collaborating with organizations with a record of success in improving parent and family engagement
* Engaging in other activities and strategies that are appropriate and consistent with the LEA parent and family engagement policy

**Only applicable to LEAs with an allocation >$500,000, even if there is a set-aside in the CSFGA** |  |  |  |  |
| **FACE 9**□ I-A | **Title I-A Family Engagement Fund Distribution**The LEA distributes at least 90% of family/parental engagement funds to participating schools. ESSA Section 1118(a)(3)(C) | **Confirm the LEA can provide the following evidence:*** School-level budget expenditure report reflecting how funds were distributed and used to support parent engagement.

**Only applicable to LEAs with an allocation >$500,000, even if there is a set-aside in the CSFGA** |  |  |  |  |
| **FACE 10**□ I-A | **Title I-A Parent Involvement in Engagement Plan Use of Funds**For each Title I-A building, 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) | **Confirm the LEA can provide the following evidence:*** Meeting agenda, notes/minutes, and sign-in/ attendance sheet with committee roles noted (teacher, administrator, paras, parents), including at least two parents.
* Copy of survey, if applicable

**Only applicable to LEAs with an allocation >$500,000, even if there is a set-aside in the CSFGA** |  |  |  |  |
| **FACE 11**□ I-A | **Title I-A Parent Notification of LIEP Placement**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 year 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.ESSA Section 1112(e)(3)(A-B) | **Confirm the LEA can provide the following evidence:*** Current state-approved LIEP waiver form in cumulative files for English Waived (EW) students (as applicable).

[Parental Waiver of Services](https://www.google.com/url?client=internal-element-cse&cx=000671005475989610077:1upnohhs7pk&q=https://www.sde.idaho.gov/federal-programs/el/files/program/forms/Parental-Waiver-of-Services-English.docx&sa=U&ved=2ahUKEwigtoPs3aaGAxVHMTQIHc8HDdAQFnoECAQQAQ&usg=AOvVaw23NtuB8yLLbSLRh7AP17Be&fexp=72519171,72519168) sample form* **Redacted** samples of Parent Notifications
* Ensure a copy of the notification letter is annually placed in the student's cumulative folders and contains all required components:
* Reason for identification
* Current ELP level and how it was assessed
* Current academic achievement scores
* Method of EL instruction and how it will meet the educational strengths of the child to meet EL and academic proficiency
* Exit requirements & graduation year
* Coordinate supports if also on an IEP

(Upload template or redacted form. Onsite file review also.)**Note: This indicator applies to all Title I-A programs, even if there are no enrolled English Learners**. |  |  |  |  |
| **FACE 12**□ I-A | **Title I-A Parent Notification Format**For each Title I-A building, 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) | **Confirm the LEA can provide the following evidence:*** Copies of letters sent to parents in English and other applicable language(s) (i.e., district/school/classroom policy/procedures, newsletters, and permission forms).
* Copies of Interpreter Confidentiality Agreements (if available).

**Note: This indicator applies to all Title I-A programs even if there are no enrolled English Learners.** |  |  |  |  |
| **FACE 13**□ I-A | **Title I-A Outreach to Families of English Learners**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) | **Confirm the LEA can provide the following evidence:*** Evidence of commitment to involving parents of English Learners (i.e., district policy, family/parent engagement policy, mission statements, agendas)
* Evidence of outreach invitations
* Family engagement sign-in sheets with participant names and roles/affiliations.
* **Signed attendance sheets with parents of English Learners clearly identified or highlighted.**

Other examples of evidence outreach **may** include meeting minutes, PowerPoint presentations, survey samples, and overall results, copies of call logs, home visits, and notes from these interactions.**Note: This indicator applies to all Title I-A programs, even if there are no enrolled English Learners. If there are no EL families, please provide evidence of steps that will be taken when an EL student(s) enrolls at the LEA.** |  |  |  |  |
| **FACE 14**□ I-C | **Title I-C Parent Advisory Council**District and regional parent advisory councils (PACs) fulfill their responsibilities by:* Establishing migrant education program goals, objectives, and priorities based on reviewing comprehensive needs assessment, service delivery plan, and district MEP activities

Advise district in planning district program activities, 1304(c)(3) and 1306(a)(1)(B)(ii) | **Confirm the LEA can provide the following evidence:*** Evidence showing that migrant parents are involved in the planning, implementation and evaluation of the program
* List of PAC members
* Notices of meetings, invitations and correspondence in English and Spanish
* Sign-in/attendance list of PAC members
* Agenda and minutes of PAC meetings in English and Spanish with evidence of parents providing program advice/feedback
 |  |  |  |  |
| **FACE 15**□ III-A | **Title III-A Family Engagement**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) | **Confirm the LEA can provide the following evidence:*** Evidence of outreach invitations (e.g., copies of call logs, home visits, invitations, flyers)
* Provide signed attendance sheets with parents of English Learners clearly identified or highlighted
* Provide meeting agenda and minutes
 |  |  |  |  |
| **FACE 16**□ III-A | **Title III-A Developing ELD Program**Parents, LEA and higher education staff, and community agencies/groups participate in developing and implementing the 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) | **Confirm the LEA can provide the following evidence for all participating schools:*** Outreach invitations (e.g., email invitations, flyers)
* Meeting agendas and minutes
* Signed attendance sheets with participant names and roles/affiliations
 |  |  |  |  |

# School improvement (SI)

| Indicator/ Programs | Citation | Supporting Documents and Resources | Y | N | NA | Comments |
| --- | --- | --- | --- | --- | --- | --- |
| **SI 1**□ I-A | **School Improvement Requirements**The LEA complies with the requirements for School Improvement. ESSA Section 1003Comprehensive Support and Improvement (CSI) schools are identified every three years. (CSI Up and CSI Grad)Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI) schools are identified annually. | **CSI Up & CSI Grad--*** CSI Up and CSI Grad completed plan must be submitted by the LEA and approved by the Idaho Department of Education through the Schoolwide/Improvement Plan app (SWIP).

**Confirm the LEA can provide the following evidence:****TSI & ATSI:*** Develop and implement a plan (may use the SWIP or LEA approved document) involving stakeholders that include principal, other school leaders, teachers and **parents.** Goals and strategies within the plan must be based on a school needs assessment.

ESEA Section 1111(d)(2)(B-C) Note:An approved SWIP for CSI Up and/or CSI Grad meets the School Improvement Plan requirements. TSI and ATSI plans must meet ESSA School Improvement requirements. |  |  |  |  |

# Qualifications- Teacher & Paraprofessional (Q)

| Indicator/ Programs | Citation | Supporting Documents and Resources | Y | N | NA | Comments |
| --- | --- | --- | --- | --- | --- | --- |
| **Q 1**□ I-A□ I-C□ III-A OCR□ V-B | **Teacher and Paraprofessional Requirements**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)Idaho Code 33-1201This also includes teachers qualified and certified to teach English Language Development courses:LEAs must hire qualified and certified teachers to teach ELD courses or support unqualified staff as they work towards obtaining the qualifications within a reasonable period. Title VI of the Civil Rights Act of 1964 | **Confirm the LEA can provide the following evidence:*** **Schoolwide**: List of **all** instructional paraprofessionals, regardless of funding source, noting how the paraprofessionals meet the paraprofessional requirements.
* **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.

**NOTE: This applies to all Schoolwide Programs and Targeted Assistance Schools. All teachers and paraprofessionals must meet applicable state certification and licensure requirements.** For information on teacher certification, visit the [Certification & Professional Standards webpage](http://sde.idaho.gov/cert-psc/) For information on paraprofessional requirements, visit the [Paraprofessional Requirements and Standards](https://sde.idaho.gov/federal-programs/basic/files/professional/Paraprofessional-Requirements-and-Standards.pdf) **Title III-- Confirm the LEA can provide the following evidence:*** Evidence of funding source.
* Bilingual or ESL endorsement, or university transcripts for educators earning their EL endorsement, who are providing Language Instruction Educational Program (LIEP) services.
* Evidence that a certified EL Teacher oversees paraprofessionals’ instruction. (e.g., meeting logs forco-planning time).
 |  |  |  |  |
| **Q 2**□ I-A | **Title I-A Equity in Teacher Assignments**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) | **Confirm the LEA can provide the following evidence:*** 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.
 |  |  |  |  |

# DIRECTORY Information (DI)

| Indicator/ Programs | Citation | Supporting Documents and Resources | Y | N | NA | Comments |
| --- | --- | --- | --- | --- | --- | --- |
| **DI 1**□ I-A | **Title I-A Directory Information Policy**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] | **Confirm the LEA can provide the following evidence:*** Board-adopted policy is in place and is implemented.

[Sample Directory Information Policy](https://www.sde.idaho.gov/federal-programs/program-monitoring/files/basic/technical/Sample-Directory-Information-Policy.pdf)  |  |  |  |  |

# Report card reporting (RC)

| Indicator/ Programs | Citation | Supporting Documents and Resources | Y | N | NA | Comments |
| --- | --- | --- | --- | --- | --- | --- |
| **RC 1**□ I-A | **Report Card Link on School Website**(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. ESSA Section 1111 (h)(2) | **Confirm the LEA can provide the following evidence for each Title I-A building, provide**:* Evidence, i.e., narrative with links to website(s), that the LEA and each school links directly to the Idaho Department of Education’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.

[Idaho schools report](https://idahoschools.org/) |  |  |  |  |

# Equitable services to private schools (ES)

**Equitable Services (ESSA sections 1117 and 8501)**

**Sample documents are available on the** [**Equitable Services webpage**](http://www.sde.idaho.gov/federal-programs/equitable-services/)**.**

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| --- | --- | --- | --- | --- | --- | --- |
| **Indicator** | **Citation** | **Supporting Documents and Resources** | **Y** | **N** | **NA** | **Comments** |
| **ES-1** | **Identification of and outreach to private schools**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)  | **Confirm the LEA can provide the following evidence:*** List of all private schools in the district and surrounding area.
* Copy of timeline for consultations.
* Equitable Services Participation: Evidence that 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).
* Copy of completed [Intent to Participate and Enrollment Form](http://sde.idaho.gov/federal-programs/equitable-services/files/equitable-services/Intent-to-Participate-and-Enrollment-Form-Sample.docx) from each private school within district boundaries for TII-A and for any school where students living in district attend; signed by private school officials and uploaded to the CFSGA application.

  |   |   |   |  |
| **ES-2** | **Affirmation of Consultation – Option for private schools**The LEA consultation documentation includes an option for private school officials to indicate that a timely and meaningful consultation did not occur. ESSA section 8501(c)(5) | **Confirm the LEA can provide the following evidence:*** Signed copy of Affirmation of Consultation form ([Affirmation of Consultation with Private School Officials](http://sde.idaho.gov/federal-programs/equitable-services/files/equitable-services/Affirmation-of-Consultation-with-Private-School-Officials.docx)).
 |   |   |   |  |
| **ES-3** | **Affirmation of Consultation – Evidence of meeting and program planning**The LEA provides services to private schools’ students and teachers in an equitable manner **based on the identified needs of the private school** desiring to participate. ESSA 1117(a)(1)(A), 8501(c) | **Confirm the LEA can provide the following evidence:*** Completed [Affirmation of Consultation with Private School Officials](http://sde.idaho.gov/federal-programs/equitable-services/files/equitable-services/Affirmation-of-Consultation-with-Private-School-Officials.docx) form from each private school choosing to participate; signed by private school and uploaded into the CFSGA.
* Completed needs assessment for the participating private schools for each program they are requesting equitable services.
* Description of services provided to participating private school(s).
* Review of the process for determining program services to private school students and teachers.
* Documentation of the process used to determine the private school’s professional development needs.
* Title IA: Copy of the rank order list based on multiple educational objective criteria for each private school participating.
 |   |   |   |  |
| **ES-4** | **Program services – How and when**The LEA Provided specific information regarding how and when services would be provided. ESSA sections 1117(b)(I), 8501(c)(1) | **Confirm the LEA can provide the following evidence:*** Schedule identifying days/times for services, including who is providing the services.
* Calendar of training/professional development opportunities private school teachers available for private school teachers.
 |   |   |   |  |
| **ES-5** | **Funding calculations** The LEA provides an explanation of how funding was determined for equitable services. ESSA sections 1117(a)(4)(A), 8501(a)(4)(A) | **Confirm the LEA can provide the following evidence:*** Funding calculations for each private school and program, indicating the number of students used in the calculations, economically disadvantaged numbers (Title IA), and the percentage of the total population
 |   |   |   |  |
| **ES-6**  | **LEA budget and expenditures**The LEA shall obligate funds for the education services during the fiscal year the funds were received. ESSA section 8501(a)(4)(B) | **Confirm the LEA can provide the following evidence:*** Budgets- 3 years - showing allocations and expenditures.
* Documentation showing a proportionate share of funds allocated to participating schools
* Invoice, payroll, and other source documents for expenditures
 |   |   |   |  |
| **ES-7** | **LEA – PD for private school teachers**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) | **Confirm the LEA can provide the following evidence:*** Documentation of private school teachers’ participation in professional development activities (Title I-A and/or Title II-A).

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| **ES-8** | **Equitable Services Complaints**The LEA maintains records of its efforts to resolve any complaints made by private school representatives. ESSA sections 1117(b)(2), 8501(c)(2) | **Confirm the LEA can provide the following evidence:*** A copy of LEA’s [Equitable Services Complaint Process](http://sde.idaho.gov/federal-programs/equitable-services/files/equitable-services/Complaint-Process.pdf) notifying the private school official of the right to complain to the Idaho Department of Education 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.
* Evidence that the complaint procedure has been shared with private schools.
* Documentation of communication with private schools regarding any complaints received.
 |   |   |   |  |
| **ES-9** | **LEA, Service provider documentation**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) | **Confirm the LEA can provide the following evidence:*** Contract of individual(s) providing services to private school children
* Qualifications of the individual(s) providing services
* Organization chart showing the supervisors of the individuals providing services.
 |   |   |   |  |
| **ES-10** | **Equitable Services Evaluation**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) | **Confirm the LEA can provide the following evidence:*** Documentation of evaluation discussion for each program.
* Data review of student results (Title IA)
* Evidence that the LEA and private school(s) evaluate the Title I program based on standards and assessment and annual progress of participants.
 |   |   |   |  |

# 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](http://sde.idaho.gov/federal-programs/neglected/index.html) webpage

| Indicator | Citation | Supporting Documents and Resources | Y | N | NA | Comments |
| --- | --- | --- | --- | --- | --- | --- |
| ND-1(Subpart 1) | **Program Management**Application: State Agency (SA) shall submit an approvable Title ID Subpart 1 application once every three years. Each year within the grant period, the SA will submit a budget (based on the yearly allocation) that aligns with the goals & objectives within the application. TIPD Subpart 1: Section 1417Formal Agreement: 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:-Data sharing-Transfer of credits-Enrollment information -Fiscal accountabilityCoordination: 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, career and technical education programs, State and local dropout prevention programs, and special education programs. TIPD Subpart 1 Section 1414(c)(8) | **Confirm the LEA can provide the following evidence:*** Process/timeline for planning, collaboration, and application submission
* The current formal agreement (MOU) between the SEA and SA is in place for the 3-year grant period with review dates and signatures
* Secure means of sharing sensitive Personally Identifiable Information (PII)
* Evidence of coordination w/ other funding sources and programs
 |  |  |  |  |
| ND-2(Subpart 1 only - if applicable)  | **Institution-Wide Plans**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.TIPD Subpart 1: Section 1416 | **Confirm the LEA can provide the following evidence:**SEA has an approved comprehensive plan for the institution or program that:1. 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 2 years.
2. Describes the steps the State agency has taken, or will take, to provide all children and youth under age 21 with the opportunity to meet challenging State academic standards 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.
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 oryouth are shared jointly between the State agency operating the institution or program and the local educational agency to facilitate the transition of such childrenand youth between the local educational agency and the State agency.
4. Describe specifically how such funds will be used.
5. Describe the measures and procedures that will be used to assess and improve student achievement.
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
7. Include an assurance that the state agency has provided appropriate training for teachers and other instructional and administrative personnel to enable such teachers and personnel to carry out the project effectively.
 |  |  |  |  |
| ND-1(Subpart 2) | **Program Management**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: 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; 2) provide dropout prevention for at-risk youth; 3) coordinate health and social services (drug & alcohol counseling, mental health counseling) to improve the likelihood such individuals will complete their education; 4) meet the unique academic needs of participating youth (career & technical ed, special education, etc.); or5) provide mentoring and peer mediation; or 6) Provide services for at-risk Native American youth. TIPD Subpart 2: Section 1424 Collaboration: LEA shall consult with each N or D Facility in the program planning and evaluation process and ensure that facilities are following their formal agreement. TIPD Subpart 2: Section 1423(2)Formal Agreement: 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. TIPD Subpart 2: Section 1423 (2)(A)(B)Coordination: 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. TIPD Subpart 2: Section 1423(9)To the extent possible, LEAs and partner programs use technology to assist in coordinating educational programs between the correctional facility and the community school. TIPD Subpart 2: Section 1425(7) | **Confirm the LEA can provide the following evidence:*** Written program plan
* Process/timeline for planning, collaboration, and application submission
* Current formal agreement (MOU) or assurance(s) between the LEA and facility(s) are in place with current review date and signatures
* Evidence of coordination w/ other funding sources and programs
* Secure means of sharing sensitive Personally Identifiable Information (PII)
 |  |  |  |  |
| ND-2(Subpart 1 & 2) | **Counting**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.TIPD Subpart 1: Title 34, Subtitle B, Chapter 11, Part 200, Subpart D, Sec 200.91TIPD Subpart 2: 34 CFR § 200.90(c) | **Confirm the LEA can provide the following evidence:*** Completed Title I-D Annual Count
 |  |  |  |  |
| ND-3(Subpart 1 & 2) | **Evaluation of Program**SA/LEA regularly evaluates its program to determine the impact on students to:graduate from high school-accrue school credits-complete high school (or equivalency requirements) and obtain employment after leaving the correctional facility-as appropriate, to participate in postsecondary ed and job training programs.SA/LEA uses the results of the evaluation to plan and improve programs for participating children and youth. TIPD Subpart 3 Section 1431 | **Confirm the LEA can provide the following evidence:*** Multiple data sources were used (e.g., List of data sources and data analysis records)
* Written Program Plan & Goals
* Data review/analysis process
* Completed needs assessment
* Multiple data sources were used (e.g., list of data sources and data analysis records)
* Use of a variety of program evaluation tools (e.g., Surveys, classroom observations, safety records, assessments)
* Evidence of ongoing monitoring of program goals (e.g., Staff meeting agendas/minutes, monitoring documents and reports)
* Evidence that previous evaluations are being used for the planning of new projects or goals (e.g., Needs assessment, program improvement plans)
 |  |  |  |  |
| ND-4(Subpart 1 & 2)  | **Staffing & Professional Development**Teachers and other qualified staff who provide services to delinquent or at-risk youth receive appropriate professional development to help them meet the unique needs of students. TIPD Subpart 1: Section 1414(c)(10)TIPD Subpart 2: Section 1425(5) | **Confirm the LEA can provide the following evidence:*** Current list of all personnel (instructional & administrative staff paid with Title 1-D funds.
* Teachers teaching core academic subjects must meet state licensing requirements.
* A safety plan is in place, and staff are aware of processes and procedures.
* Staff participate in the Idaho Department of Education-provided training as appropriate. (conferences, regional sessions, webinars, etc.)

Professional development activities support instructional goals and include analysis of student achievement data. (Program goals) |  |  |  |  |
| ND-5(Subpart 1 & 2) | **Instruction**The SA/LEA supports programing and coordination with local N/D facilities to meet the unique needs of delinquent and at-risk youth and ensure they are participating in an education program comparable to one operating in the local school such youth would attend. TIPD Section 1401TIPD Subpart 2: Section 1423(3), (5)Special Education: The SA/LEA ensures that facilities are aware of students with disabilities and student IEPs to meet existing IEPsTIPD Subpart 1: Section 1414(c)(15)TIPD Subpart 2: Section 1423(12)Communication/Coordination: **To the extent possible**, use technology to assist in coordinating educational programs between the N or D Facility and the community school; TIPD Subpart 1: Section 1414(c)(11)TIPD Subpart 2: Section 1425(7) | **Confirm the LEA can provide the following evidence:*** Each course offered in the program uses state standards and objectives. (Curriculum docs, lesson plans)
* Student/Teacher ratios comply with existing policy and procedures.
* Pre- and post-tests are administered to determine student need.
* Programming is designed to help students meet learning goals.
* Process for identifying and assisting students experiencing difficulty in meeting standards. (E.g., Lesson plans, IEP, etc.)
* State tests or industry exams are administered or accessible in all courses where applicable.
* Transcripts and diplomas reflect the credits earned for courses offered/taken while in an N or D program or facility.
* GED preparation materials and instruction are utilized where appropriate.
* Description of the efforts the participating school will make to ensure that correctional facilities working with children and youth are aware of a child or youth’s existing individualized education program (IEP). (E.g. Written plan, communication logs)
 |  |  |  |  |
| ND-6(Subpart 1 & 2) | **Evaluation of Student Achievement**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 do the following:1. maintain and improve educational achievement
2. graduate from high school
3. accrue school credits toward grade promotion and graduation
4. complete high school equivalency requirements as appropriate,
5. participate in postsecondary education and job training programs as appropriate.
6. obtain employment after leaving an N or D program/facilityTIPD-Section 1431(a)
 | **Confirm the LEA can provide the following evidence:*** Completed Title I-D Annual Evaluation
* Enrollment & number of days/year educational program operates
* Disaggregated participant data (gender, race, ethnicity, age, students with disabilities)
* Outcomes while in the program (academic and vocational)
* Outcomes after 9- days or release (academic & vocational)
* Transition Services
* Pre-Post Academic Performance (Reading & Math)
* Data review/analysis process
 |  |  |  |  |
| ND-7(Subpart 1 & 2) | **Family/Parent Engagement****As appropriate**, the SA/LEA involves parents in efforts to 1) Improve the educational achievement of their children, 2) assist in dropout prevention activities; and 3) prevent the involvement of their children in delinquent activities.TIPD Subpart 1: Section 1414(c)(14)TIPD Subpart 2: Section 1425(8) | **Confirm the LEA can provide the following evidence:*** The written plan describes how the program will involve families/parents in efforts to improve the educational achievement of their children.
* Evidence of efforts to involve parents. (Parent survey, phone logs, program plan, etc.)
* Opportunities for parents to engage in activities that impact student achievement. (E.g., Family nights, teacher-parent meetings, etc.)
* Parents receive individual information on academic progress. (E.g., Report cards, progress reports, etc.)
 |  |  |  |  |
| ND-8(Subpart 1 & 2) | **Transition Services**Coordination: 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 heath 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. TIPE Subpart 1: Section 1418TIPD Subpart 1: Section 1414(c)(9)(11)(13)(16)TIPD Subpart 2: Section 1423(3), 1425 (3)Probation Officers: The SA/LEA ensures that schools receiving students returning from correctional facilities work with juvenile probation officers to meet the needs of such students. TIPD-Section 1423(11)The SA/LEA describes 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 youth? TIPD Section 1423 (5) | **Confirm the LEA can provide the following evidence:*** Student Transition Plan

- Written plan of assistance that includes an assurance that services are designed primarily to meet the academic and transitional needs of students returning from correctional facilities.- Plans are co-developed with appropriate law enforcement and/or local service provider personnel * 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. (E.g., Written agreements, phone logs, transition plan meetings)
 |  |  |  |  |
| ND-9(Subpart 1 & 2) | **Fiscal Accountability**SA/LEA uses Title I-D grant funds to effectively carry out programs that serve neglected, delinquent, and/or at-risk children and youths. TIPD Subpart 1: Section 1415TIPD Subpart 2: Section 1424, 1426**Subpart 2 only** - LEA uses funds for appropriate activities directly, through contracts or cooperative agreements with N or D facilities providing programming in support of participating students.TIPD Subpart 2: Section 1424 (b)**Subpart 1 only** - A program under this subpart that supplements the hours of instruction students receive from State and local sources 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. TIPD Subpart 1: Section 1415(b) | **Confirm the LEA can provide the following evidence:*** Budget amendment requests are submitted to the TIPD Coordinator and approved
* Reimbursements (GRA requests) are requested promptly.
* Funds are being expended in congruence with the approved application (allowable & necessary. (E.g., invoices, journal entries, budget reports, program plan, needs assessment vs. expenditures)
* Inventory of Title ID assets/equipment appropriately tagged.
* Procedures in place to ensure Title 1 funds supplements not supplant general (state & local) funds. (E.g., support documentation, policies & procedures)
* Title ID records are kept for the current year and three previous years.
* Payroll records document the staff paid at the district or facility, completely or partially paid from Title I funds.
 |  |  |  |  |

# McKinney-Vento/homeless Subgrant (MV) [2023-2026 grant Cycle Recipients only]

The McKinney-Vento Subgrant Application is located on the [Title IX-A Homeless Children & Youths](http://sde.idaho.gov/federal-programs/homeless/index.html) webpage.

| Indicator | Citation | Supporting Documents and Resources | Y | N | NA | Comments |
| --- | --- | --- | --- | --- | --- | --- |
| MV-1 | **Focus Area #1 Program Enhancement and Improvement**Goals and activities in the LEA-approved application meet authorized services and activities.42 USC CHAPTER 119, SUBCHAPTER VI, Part B: Education for Homeless Children and Youths §11433(a)(2)(A)(B) & §11433(d) | **Confirm the LEA can provide the following evidence:**Describe the progress of your subgrant **Focus Areas #1** - Program Enhancement and Improvement projects/activities as detailed in your subgrant application* Liaison interview or narrative program update, which includes addressing the project goals
* Evidence of forms, tools, process documents, data collection, etc., that have been developed.
 |  |  |  |  |
| MV-2 | **Focus Area #2 Student Success & Well-Being**Goals and activities in the LEA-approved application meet authorized services and activities.42 USC CHAPTER 119, SUBCHAPTER VI, Part B: Education for Homeless Children and Youths §11433(a)(2)(A)(B) & §11433(d) | **Confirm the LEA can provide the following evidence:**Describe the progress of your subgrant Focus Areas #2- Student Success & Well-Being projects as detailed in your subgrant application* Liaison interview or narrative program update, which includes addressing the project goals
* Evidence of forms, tools, process documents, data collection, etc., that have been developed.
 |  |  |  |  |
| MV-3 | **Local Partnerships/Collaborations**The development of coordination between schools and agencies providing services to homeless children and youth. 42 USC CHAPTER 119, SUBCHAPTER VI, Part B: Education for Homeless Children and Youths §11433(d)(11) &§11432(g)(5) | **Confirm the LEA can provide the following evidence:*** Liaison interview or narrative description of collaborative partnerships as described in the application
* Description of district/local partnerships and collaborations related to the grant projects and/or activities
* Evidence of meeting schedules, contacts, and services/referral processes.
* Demonstrated coordination with other district programs, if applicable
* Collaborative efforts with other district homeless liaisons, if applicable
 |  |  |  |  |
| MV-4 | **Communication & Awareness**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 to increase the meaningful involvement of parents and guardians of homeless children or youths in the education of such children or youths.42 USC CHAPTER 119, SUBCHAPTER VI, Part B: Education for Homeless Children and Youths §11433(d)(10) | **Confirm the LEA can provide the following evidence:**Description of family and community engagement, communication, and/or public awareness activities related to your grant award & projects.* Documentation of local news articles, school and community data, meeting minutes, etc.
 |  |  |  |  |
| MV-5 | **Data Collection & Evaluation**The local educational agency will collect and promptly provide data requested by the State Coordinator42 USC CHAPTER 119, SUBCHAPTER VI, Part B: Education for Homeless Children and Youths§11432(f)(1)(3) | **Confirm the LEA can provide the following evidence:*** Online evaluation process and results are completed promptly.
* Description of the evaluation process for measuring the project’s effectiveness for Focus Areas #1 & #2
* MV data submitted via ISEE uploads match district records.
* Districts have a process for collecting/reporting Early Childhood data as required by the ECHY/MV grant.
* Data collection processes and measurement tools are aligned and appropriate to evaluate SMART goal expected outcomes.
* Description of how the estimated number of homeless students to be served in the grant application compares with the actual count to date
 |  |  |  |  |
| MV-6 | **Budgeting & Accountability**The local educational agency meets the eligibility requirements to receive this EHCY grant.42 USC CHAPTER 119, SUBCHAPTER VI, Part B: Education for Homeless Children and Youths §11432(g)(3)The local educational agency uses EHCY funds for activities that carry out the purposes outlined in their approved grant application.42 USC CHAPTER 119, SUBCHAPTER VI, Part B: Education for Homeless Children and Youths §11433(d) | **Confirm the LEA can provide the following evidence:*** Records/evidence (Grant Application & 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.
* Annual carry-over limits of 25% are not exceeded.
 |  |  |  |  |

**Program Coordinators and Resources:**

Director Federal Programs- Josh Noteboom: 208.332.6893 or jnoteboom@sde.idaho.gov

[Federal Programs Monitoring](http://sde.idaho.gov/federal-programs/program-monitoring/)- Stacie Rekow: 208.332.6891or srekow@sde.idaho.gov

[Title I-A Improving Basic Programs](http://sde.idaho.gov/federal-programs/basic/) - Stacie Rekow: 208.332.6891or srekow@sde.idaho.gov

[Family & Community Engagement](http://sde.idaho.gov/federal-programs/face/index.html) - Jill Mathews: 208.332.6855 or jmathews@sde.idaho.gov

[Foster Care](http://sde.idaho.gov/federal-programs/foster-care/) Liaison- Jill Mathews: 208.332.6855 or jmathews@sde.idaho.gov

[Title I-C Migrant Education Program](http://sde.idaho.gov/el-migrant/migrant/index.html) - Roberto Trinidad: 208.332.6958 or rtrinidad@sde.idaho.gov

[Title I-D Neglected, Delinquent, or At-Risk](http://sde.idaho.gov/federal-programs/neglected/index.html) Emily Kesler: 208.332.6904 or ekesler@sde.idaho.gov

[Title II-A Supporting Effective Instruction](http://sde.idaho.gov/federal-programs/teacher/index.html) - Carol Roessler: 208.332.6889or croessler@sde.idaho.gov

[Educator Effectiveness](http://sde.idaho.gov/federal-programs/ed-effectiveness/index.html) - Carol Roessler: 208.332.6889or croessler@sde.idaho.gov

[Title III-A English Learner Program](http://sde.idaho.gov/el-migrant/el/index.html) - Maria Puga: 208.332.6905 or mpuga@sde.idaho.gov

[Title IV-A Student Support & Academic Enrichment Program](http://sde.idaho.gov/federal-programs/ssae/) – Jill Mathews: 208.332.6856 or jmathews@sde.idaho.gov

[Title V-B Rural Education initiative](http://sde.idaho.gov/federal-programs/rural/index.html) - Lisa English: 208.332.6911 or lenglish@sde.idaho.gov

[Title IX-A Homeless Children & Youths](http://sde.idaho.gov/federal-programs/homeless/index.html) - Emily Kesler: 208.332.6904 or ekesler@sde.idaho.gov

[Funding & Fiscal Accountability](http://sde.idaho.gov/federal-programs/funding/index.html) - Austin Kohout: 208.332.6900 or akohout@sde.idaho.gov

[Equitable Services to Private Schools](http://sde.idaho.gov/federal-programs/equitable-services/) Ombudsman- Lisa English: 208.332.6911 or lenglish@sde.idaho.gov

[School Improvement & Support](http://sde.idaho.gov/federal-programs/sis/) - Patty Dalrymple: 208.332.6917 or pdalrymple@sde.idaho.gov