



2023-2024

Consolidated ESEA Programs Application Handbook

Title I-A, Title I-C, Title I-D, Title II-A, Title III-A, and Title IV-A



*This handbook is based on the information available as of April 2023
and is subject to change as additional information and guidance
become available from the federal government.*

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Alaska Department of Education & Early Development (DEED)

ESEA Federal Program Contacts

Answers to questions regarding the programs contained in this application, as well as assistance with completing this application, may be obtained by contacting program managers at the Alaska Department of Education & Early Development (DEED).

Elementary and Secondary Education Act (ESEA)

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Title I-C, Education of Migratory Children

Sarah Emmal..... 907-465-3826sarah.emmal@alaska.gov

Title I-D, Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk

Kelsey Smiley 907-465-8679 kelsey.smiley@alaska.gov

Title II-A, Supporting Effective Instruction

Adrianne Schwartz 907-465-8721adrianne.schwartz@alaska.gov

Title III-A, Language Instruction for English Learners and Immigrant Students

Eli Barsy 907-465-8141 eli.barsy@alaska.gov

Title IV-A, Student Support and Academic Enrichment

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Title IV-B, 21st Century Community Learning Centers (Not Included in Consolidated ESEA Application)

Jessica Paris 907-465-8716 jessica.paris@alaska.gov

Title V, Flexibility and Accountability (Transferability, REAP-Flex, SRSA, and RLIS)

Jessica Paris 907-465-8716 jessica.paris@alaska.gov

McKinney-Vento Homeless Assistance Act, Subtitle VII-B Education for Homeless Children and Youth

Adrianne Schwartz 907-465-8721adrianne.schwartz@alaska.gov

Foster Care Contact

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Equitable Services (Private School) Contact

Kelsey Smiley 907-465-8679 private.school.ombudsman@alaska.gov

Grants Management Team

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 Donna Jones 907-465-8717 donna.jones@alaska.gov
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General Information

Updates for the 2023-2024 School Year

The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015. The Alaska Department of Education & Early Development (DEED) continues to ensure that all policies, practices, as well as the ESEA Consolidated Application are aligned to the updated law. DEED has made updates to the 2023-2024 Consolidated ESEA Programs Application Handbook based on changes made to the ESEA Consolidated Application. Below is a general overview of the major changes.

Title I-A Set-asides

DEED has created an error message when “Total Available for School Allocations” is less than 50% of the total Title I-A allocation. While there is no specific cap on the amount of money a district can reserve for district-managed initiatives, the bulk of Title I-A funds generally should be allocated to schools because Title I is designed to be a school-based program. Districts will receive an error message if the “Total Available for School Allocations” is less than 50% of the total Title I-A allocation. Error messages do prevent submission of the ESEA Consolidated Application and the set-asides page would need to be revised before submission.

Title IV-A Program Details

DEED has removed Objectives/Outcomes from C.1, C.2, and C.3. Section D was switched with Section E. The new Section D will ask districts to describe the effectiveness. Section E will ask districts to describe Administrative Activities.

Application Development – Private Schools Consultation

A field has been added for District Private School Contact name and email address.

SAM.gov Registration change – Assurances

Due to modification of 2 CFR 25.200(a) and additional guidance from USDA, DEED has determined that the requirement for full registration in SAM.gov is no longer applicable to entities not receiving federal funding directly from a federal agency. Therefore, rather than requiring proof of full SAM.gov registration, DEED will only be requiring proof that the entity receiving funding has obtained a Unique Entity Identifier (UEI) through SAM.gov as required by [2 CFR 25.300](#). DEED will no longer require grantees be registered on SAM.gov, although DEED will require districts have a UEI number. This also means DEED will no longer be monitor grantees for current registration.

Overview of the Grants Management System (GMS)

The Grants Management System (GMS) is the online tool DEED uses to administer several federally funded grants. To access GMS, go to gms.education.alaska.gov. Each user must have a User ID set up by the district's User Access Administrator in order to enter information into the system.

The screenshot shows the GMS Sign-In page. At the top is a yellow navigation bar with links: myAlaska, My Government, Resident, Business in Alaska, Visiting Alaska, and State Employees. Below this is a dark blue header with the Alaska Department of Education & Early Development logo and name. A blue sidebar on the left contains links: GMS Home, Search, Contact DEED, Document Library, Help, and GMS Sign-In (highlighted). The main content area is titled 'GMS Sign-In' and features a 'Sign-In' section with input fields for 'Email Address' and 'Password'. A link for 'Forgot your password?' is below the password field. A 'Submit' button is at the bottom right. At the bottom left, it says 'Public Access' and 'Production'.

Supporting Instructions and Resource Documents

In addition to the [DEED ESEA website](https://deed.education.alaska.gov), there are five main resources that provide guidance to Alaska districts applying for and accepting ESEA funds:

- **2023-2024 Consolidated ESEA Programs Application Handbook** – This document, which can also be downloaded from the [Document Library](#) on the GMS site. This handbook aims to provide detailed instructions for applying for each of the following consolidated ESEA Title programs: I-A, I-C, I-D, II-A, III-A, and IV-A. The appendices of this handbook provide important information about individual program purposes, requirements and authorized activities.
- **Consolidated Federal Programs Assurances and Certifications Packet** – This packet can be downloaded from the Assurances Section of GMS. The Assurances Packet provides important information regarding what the district must agree to in order to receive federal funds.
- **ESEA Monitoring Indicators District Response Form** – This form is available on the [DEED Forms page](#) (education.alaska.gov/forms). The monitoring form identifies program requirements so that the district can be assured of meeting the requirements and keeping appropriate documentation at the district office for compliance monitoring purposes.
- **Slides and Handouts from the ESEA Consolidated Application Technical Assistance Workshop** – All the slides and handouts used at the ESEA Consolidated Application Technical Assistance Workshop can be downloaded from the [Document Library](#) on the GMS site. The [Document Library](#) is located on the blue sidebar menu on the upper-left side.
- **GMS Budget Upload/Download, Filtering, and Tags Guide** – This document can be downloaded from the [Document Library](#) on the GMS site. The guide aims to provide detailed instructions on how to download, upload, and filter budgets in GMS.
 - o The budget download and upload process allow users to download a budget file containing any budget details. Users can create, edit, or delete budget detail data in this file. Subsequently, users upload the edited file to the budget where the budget details reflect the changes in the file. Users may also use a downloaded file for other actions such as printing.
 - o Filtering provides a way to view and download a subset of budget details. The filtering criteria include Account Codes, Purpose Codes, Location Codes, and Tags.

Overview of ESEA Consolidated Funding Application

Once logged into GMS, to access the ESEA Consolidated Application, locate the blue sidebar menu on the upper-left side. Select Funding, then Funding Application, and then ESEA Consolidated. This navigates the user to the ESEA Consolidated Sections page. The Sections page is considered the homepage of the ESEA Consolidated Application, as it displays the status of the application as well as links to each of the sections and pages that comprise the application.

Description (View Sections Only View All Pages)		Validation	Print Select Items
All		Messages	Print
Grantee Checklist			Print
	Grantee Checklist		Print
History Log			Print
	History Log		Print
	Create Comment		
Allocations			Print
	Allocations		Print
Application Development		Messages	Print
	Consultation and Coordination		Print
	District Plan	Messages	Print
	Contacts	Messages	Print
	Private Schools Administration		
	Private Schools Consultation		Print
	Related Documents	Messages	
Title I-A		Messages	Print
	Ranking and Serving	Messages	Print
	Building Eligibility	Messages	Print
	Private School Allocations	Messages	Print
	Set Asides	Messages	Print
	Public School Allocations - PPA		Print
	Accept/Waive Indirect Cost		
	Budget	Messages	Print
	Budget Overview		Print
	Program Details		Print
	Related Documents	Messages	
Title I-C		Messages	Print
Title I-D		Messages	Print
Title III-A		Messages	Print
Title IV-A		Messages	Print
Consolidated Admin Pool		Messages	Print
Assurances		Messages	Print
	Assurances	Messages	Print
	Related Documents	Messages	
Substantially Approved Dates			Print
	Substantially Approved Dates		Print
Grant Award Report			Print
	Grant Award Report		
All		Messages	Print

More detailed application instructions for each Title program are provided later in this handbook, but below is an abbreviated description of all Sections and instructions for the ESEA Consolidated Funding Application:

Application Status – Automatically records and displays the current approval level of the application.

Change Status To – Indicates current options for changing the status of the application. When beginning a draft, users must select Draft Started to open the application. Additionally, this is where users indicate that their draft application is complete and they want to submit the application to the next level of approval either within the district or to DEED.

Grantee Checklist – Districts are able to read feedback from DEED on this page. If the application is returned unapproved, DEED Program Manager(s) will describe what revisions must be made in order for the application to be approvable.

History Log – Automatically documents and displays key changes in application status. Additionally, allows district and DEED to create comments which are displayed here and may also be sent to users via email from the Create Comment page.

Allocations – Allocations for all Title program grants in the application, including carryover, are shown here. In this section a district may also transfer or REAP funds from one Title program into another, if allowable, or into the Consolidated Administration Pool.

Application Development – Districts describe the consultation and coordination process for developing the application, complete the district ESEA District Plan, and describe the private school consultation process.

Title Program Grants – The ESEA Consolidated Funding Application includes specific sections for Title I-A, Title I-C, Title I-D, Title II-A, Title III-A, and Title IV-A. However, only the individual Title programs that a district qualifies and receives an allocation for will be displayed here. Each Title program grant section has similar sub-sections:

- **Accept/Waive Indirect Cost** – waive or accept and apply the approved indirect rate to specific grant sub-categories of spending which are designated by purpose code.
- **Private School Allocation** – determine the equitable share for participating private schools under each applicable Title program grant (Title I-D does not have a Private School Allocation page).
- **Budget** – enter dollar amount and narrative description of planned expenditures, categorized according to chart of account codes, and, if applicable, by purpose code.
- **Budget Overview** – summary screen showing budget totals by account codes and purpose code. This screen is for viewing information only.
- **Program Details** – enter the detailed descriptive information required to apply for each particular Title program.
- **Related Documents** – upload any additional documentation that is required to be submitted for the grant. An example of this is the EL Plan of Service. This will only be used as applicable.
- Title I-A begins with a few unique additional sub-sections for Ranking and Serving, Building Eligibility, Set-Asides, and the Public School Allocations --PPA List.

Assurances – Enter the district Unique Entity Identifier (UEI) and agree to required statements. Additionally, download the Assurances and Certification Packet, sign the appropriate pages, convert them to a PDF file, and then upload the signed document to this sub-section.

Substantially Approved Dates – Automatically records and displays the date on which the district's Authorized Representative last approved and submitted the online application to DEED.

Updating Address Book and Grant Contacts

Before submitting the application, locate the blue sidebar menu on the upper-left side. Select Address Book, and then Consolidated. For each Title program, ensure the correct Grantee Contact is listed. For smaller districts, it might be appropriate for one district representative to be listed for every program. If a Grantee Contact needs to be updated, click on the name of that Title program. If a district representative is not appearing on the dropdown menu, a district representative with the User Access Administrator role will need to add them as a user and assign appropriate roles. It is imperative that the Address Book and Grant Contacts are kept updated so that notifications and emails are received by the correct district representative.

Grant Contacts	
Return To Address Book	
Grant	Grantee Contact
Title I-A	
Title I-C	
Title I-D	
Title II-A	
Title III-A	
Title IV-A	
Consolidated Admin Pool	

Submission and Approval

Once the grant application has been completed by the district staff with the Consolidated Update role, the user will mark the application as *Draft Completed*. Next, the district business manager who has been given the Fiscal Representative Role will review and either approve or return to the Consolidated Update role. The last approval step at the district level is the Authorized Representative Approval. Once the Authorized Representative has approved the application submission, it will be submitted to DEED and automatically given a Substantially Approvable date by the system.

Application Status	Change Status To	Who Can Make this Change
Not Started	Draft (Revision) Started	Grantee (Program) Update
Draft (Revision) Started	Draft (Revision) Completed	Grantee (Program) Update
Draft Completed	Fiscal Representative Approved	Grantee Fiscal Representative
Fiscal Representative Approved	Authorized Representative Approved	Grantee Authorized Representative

In a small district where one district representative may fill several of the user roles, the application will still need to be approved by each user role before it can advance through the district and onto DEED. Even in a case as mentioned above, **DEED expects a minimum of two people to participate in the application process and be given distinct approval roles in order to assure fiscal oversight and accountability.**

See the DEED GMS Workflow Process one-page document in the GMS [Document Library](#) for a helpful infographic on the application approval process or see the [GMS Approval section](#) in this handbook.

GMS won't Submit Application

If GMS does not allow the district to submit the application, go to the Sections page, find the Validation column, click on Messages in the All row and then search the messages for any errors written in red and correct.

Description (View Sections Only View All Pages)		Validation	Print <input type="checkbox"/> Select Items
All		Messages	Print
<input type="checkbox"/> Grantee Checklist			Print
Grantee Checklist			Print
<input type="checkbox"/> History Log			Print
History Log			Print
Create Comment			
<input type="checkbox"/> Allocations			Print
Allocations			Print
<input type="checkbox"/> Application Development		Messages	Print
Consultation and Coordination			Print
District Plan		Messages	Print
Contacts		Messages	Print

Check Validation Messages

Application Submission Deadline

The target date for consolidated application submission is May 15, 2023. DEED staff will make every effort to respond in June to applications received by this submission date to facilitate grant awards starting July 1, 2023. According to Federal regulation, for a grant award to be effective by July 1, the application must be in a **substantially approvable form** by June 30, 2023. The substantially approvable form must include completed Private School Allocations, Budget, and signed Assurances for all impacted Title programs, as well as completed Building Eligibility, Set Asides, and Public School Allocations – PPA pages for Title I-A.

DEED Review

Once the district submits the ESEA Consolidated Application, DEED program and grants staff will review the application. DEED aims to approve or return applications within three weeks of receiving. The DEED Program Manager(s) will mark each item in the checklist as *OK* or *Needs Attention*. If any items in the funding application are marked as *Needs Attention*, the application will be returned by the DEED Program Manager to the district for revisions. This cycle will continue until the application is approvable.

Description (View Sections Only View All Pages)		Validation	Print <input type="checkbox"/> Select Items
All		Messages	Print
<input type="checkbox"/> Grantee Checklist			Print
Grantee Checklist			Print
<input type="checkbox"/> History Log			Print
History Log			Print
Create Comment			
<input type="checkbox"/> Allocations			Print
Allocations			Print
<input type="checkbox"/> Application Development		Messages	Print
Consultation and Coordination			Print
District Plan		Messages	Print
Contacts		Messages	Print

Check Feedback from DEED Program Managers

Application Instructions

These instructions address each section of the ESEA Consolidated Application in the GMS system. Specific section instructions for each Title program are listed below.

Before beginning the components of the ESEA Consolidated Application, remember it is important to include consultations with schools, teachers, administrators, parents, community, and private schools in the development of the programs and application supported by these federal funds.

Grantee Checklist








The Grantee Checklist is a tool to help communicate feedback to the district after the DEED Program Manager has reviewed the submitted application. Specifically, if the application (or revision) is not approved by DEED and is returned to the district for further revisions, the district should locate and read the Grantee Checklist. DEED Program Manager(s) provide comments in the Grantee Checklist regarding the specific revisions that are needed in order for the application to be approvable.

- The DEED Program Manager will review the application and mark each section of the Checklist as *Not Applicable*, *OK*, or *Attention Needed*, as applicable. If any sections are marked *Attention Needed*, the DEED Program Manager will provide feedback and will return the application unapproved.
- Upon receiving the returned, unapproved application, the district should find the Grantee Checklist.
- To save or print the Checklist, select Print in the same row on the far-right side of the Sections page. Select Print again on the next page. Once GMS has generated the document, the district can retrieve it by selecting [Document Library](#) in the blue sidebar menu on the upper-left side, and then find the document at the top of the [Document Library](#).
- The district will read the Grantee Checklist, looking for any sections marked *Attention Needed*. Each section marked *Attention Needed* also has a window for the DEED Program Manager to write notes that should be checked for additional comments. **If the district is unclear about instructions or feedback in the Grantee Checklist, the district should contact their assigned DEED Program Manager.**
- The district will change status to *Draft Started* and use the information provided in the Grantee Checklist to revise the application by adding information, clarifying explanations, or correcting errors. **Note:** All changes and revisions must be made in the application itself, not in the Grantee Checklist nor in an email to a DEED Program Manager.
- Remember, the Grantee Checklist encompasses all Title programs in the ESEA Consolidated Application, so be sure to look thorough the entire Grantee Checklist to see if other Title Programs or Sections need to be revised.
- Once all requested revisions have been made and the draft is complete, the application must go through the usual in-district approval process (first to Fiscal Representative and then to Authorized Representative) before the application can be re-submitted to DEED for approval.

History Log


The History Log will automatically record status changes to an application such as *Draft Started*, *Draft Completed*, *Fiscal Representative Approved*, and *Authorized Representative Approved*. In addition, the History Log will record all comments from the district to DEED and from DEED to the district. Use the *Create Comment* link under the History Log on the Sections page to send a question or comment to DEED or to any other users in the system. All comments are preserved and become part of the application documentation.

Note: To notify DEED or another GMS User that a comment has been added to the history log, check the “Send Email to GMS Contacts” and add applicable recipients.

History Log				
Save And Go To 				
View Current Revision				
Attention Needed	Date	User	Status (S)/Comment (C)	S/C
<input checked="" type="checkbox"/>	7/1/2019 8:30:32 AM		The district's FY20 ESEA Consolidated Application was in a substantially approvable form before July 1, 2019. Please note that this does not indicate that the application is fully approved by DEED.	C
	11/22/2019 12:13:22 PM		Status changed to 'Revision Started'.	S
	10/31/2019 3:16:33 PM		Status changed to 'DEED Program Manager Approved'.	S
	10/31/2019 2:09:08 PM		Status changed to 'Fiscal Representative Approved'.	S
	10/31/2019 1:53:41 PM		Status changed to 'Revision Completed'.	S
	10/31/2019 1:47:32 PM		Status changed to 'Revision Started'.	S

Create Comment


Comment



Send Email to GMS Contacts ☒

Available Contact Groups

District Grant Contacts

Choose One 

Add

District Contacts

Funding Application Contact
Homeless Education Liaison
Planning Tool Contact
Superintendent/Authorized Representative
Fiscal Representative

Add

DEED Contacts

Grants Management Contact
DEED Program Manager

Add

Additional Recipients

Add

Allocations

The top half of the Allocations page shows the allocations for all Title programs in the funding application. Prior to July 1, the allocations will be estimated based on the previous year's allocations in order to allow the district to submit an application by the deadline. Once DEED receives final allocations from US ED, the allocations will be revised in the system. Carryover funds will be allocated later in the year after the final reimbursements have been received for the previous year.

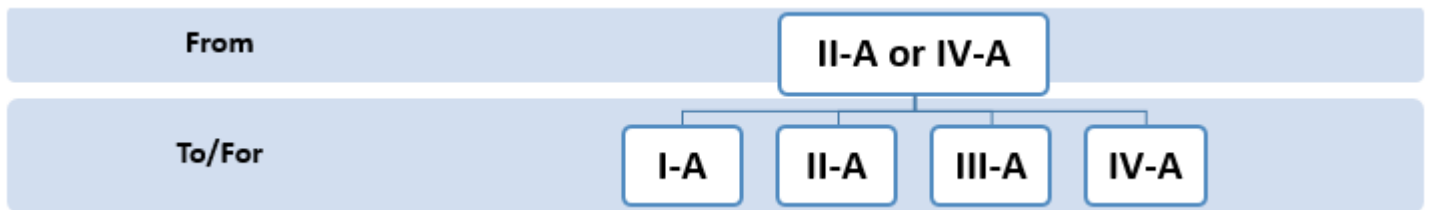
The period of availability of the federal funds allocated in a given fiscal year is 27 months. The funds for FY2024 are originally awarded for the current state fiscal year of July 1, 2023 – June 30, 2024. Any remaining funds may be carried forward (subject to specific program limitations) for use in the next fiscal year (FY2025: July 1, 2024 – June 30, 2025). Any remaining funds at the end of June 2025 may be carried forward into FY2025, and are available until the end of the federal fiscal year which ends on September 30, 2025. All funds must be encumbered by September 30, 2025 and submitted for reimbursement by December 31, 2025.

The bottom half of the Allocations page allows the district, if desired and allowable, to use REAP flexibility and Transferability or to move funds into the Consolidated Administration Pool (CAP). To "move" funds from one Title program to another or to the CAP, enter the amount to be moved in the appropriate cell. If a district is eligible for REAP-Flex, the funds will be treated as REAPed funds when moved into another program. Otherwise, the funds will be treated as transferred funds. REAP-Flex and Transferability are described below. See the instructions for the Consolidated Administration Pool (CAP) below for information about how to consolidate funds for administration.

Allocations								
Go To ▶								
	(1) <u>I-A</u> CFDA:84.010	(2) <u>I-C</u> CFDA:84.011	(3) <u>I-D</u> CFDA:84.013	(4) <u>II-A</u> CFDA:84.367	(5) <u>III-A</u> CFDA:84.365	(6) <u>IV-A</u> CFDA:	(7) <u>CAP</u> CFDA:	Total
Original	\$14,506,949.00	\$4,460,388.00	\$240,819.00	\$3,095,171.00	\$528,587.00	\$1,850,465.00	\$0.00	\$24,682,379.00
Incoming Carryover	\$2,342,931.55	\$891,494.99	\$24,297.35	\$1,612,301.03	\$102,171.80	\$363,753.94	\$0.00	\$5,336,950.66
Outgoing Carryover	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Reallocated	\$0.00	\$1,869,273.00	\$4,528.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,873,801.00
Additional	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Released	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Consortium	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Forfeited	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total	\$16,849,880.55	\$7,221,155.99	\$269,644.35	\$4,707,472.03	\$630,758.80	\$2,214,218.94	\$0.00	\$31,893,130.66
	(1) <u>I-A</u> CFDA:84.010	(2) <u>I-C</u> CFDA:84.011	(3) <u>I-D</u> CFDA:84.013	(4) <u>II-A</u> CFDA:84.367	(5) <u>III-A</u> CFDA:84.365	(6) <u>IV-A</u> CFDA:	(7) <u>CAP</u> CFDA:	Total
From I-A	(\$526,223.89)						526,223.89	0.00
From I-C		(\$329,205.67)					329,205.67	0.00
From I-D			0.00					0.00
From II-A	0.00	0.00	0.00	(\$168,391.64)	0.00	0.00	168,391.64	0.00
From III-A					(\$9,808.82)		9,808.82	0.00
From IV-A	0.00	0.00	0.00	1,000,000.00	0.00	(\$1,018,751.17)	18,751.17	0.00
From CAP							0.00	0.00
Total	\$16,323,656.66	\$6,891,950.32	\$269,644.35	\$5,539,080.39	\$620,949.98	\$1,195,467.77	\$1,052,381.19	\$31,893,130.66

REAP-Flex

Districts eligible for REAP-Flex may **use** up to 100% of funds **from** Title II-A or Title IV-A **for** any authorized activities under Titles I-A, II-A, III-A, or IV-A.



The authority to REAP-Flex is granted by Title V, Part B, known as the Rural Education Achievement Program (or REAP). It addresses the unique needs of small, rural school districts that may receive Title program grant allocations in amounts too small to be effective in meeting their intended purposes. [Section 5201] REAP provides eligible rural districts the flexibility to **use** federal funds received under one Title program for activities authorized under another program. This flexibility, called REAP-Flex by DEED, is referred to as AFUA (Alternate Fund Use Authority) by US ED.

Each year US ED, with the assistance of DEED, determines which districts are eligible for REAP-Flex. [Section 5211] Usually, Alaska’s large, urban districts are **not** eligible; however, about 45 Alaska districts are. **US ED maintains a list of [which districts are eligible](#).**

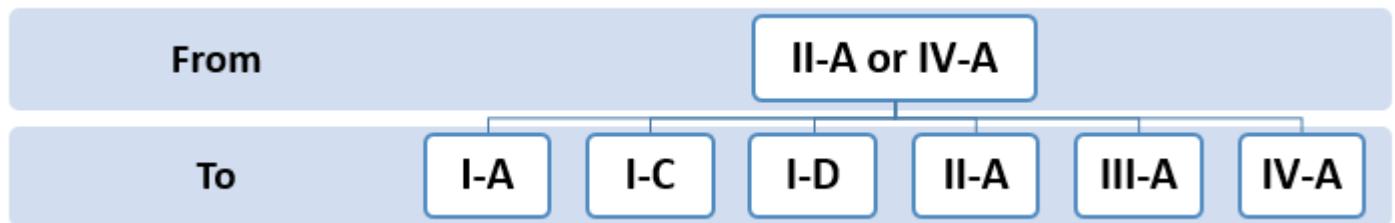
Prior to REAPing funds, the district should confer with stakeholders of their Application Development team. Additionally, districts with participating private schools must confer with these schools regarding II-A and IV-A funds prior to REAPing. If a district wishes to REAP all funds from II-A or IV-A **and** has participating private schools, please contact the DEED Title V Liaison for assistance in meeting both needs.

To REAP-Flex funds from II-A or IV-A in GMS, a district enters the amount they wish to REAP in the field(s) provided on the lower half of the Allocations page. The district will then budget and describe how the REAPed funds will be used when budgeting and describing the rest of the funds from the Title program they REAPed to. If the entirety of one Title program’s funds are removed via REAPing, the district completes neither the Budget nor the Program Details page of the Title program from which they were removed but must still sign its Assurances. Though it will appear as though the REAPed funds have “become” funds in the new Title program, statutorily they have not, and thus REAPed funds do not take on the new Title’s restrictions such as increasing the mandatory parent and family engagement set aside or being limited by the carryover cap of Title I-A. If any REAPed funds are not expended by the end of the fiscal year, they resume their place back with the Title II-A or IV-A funds they were REAPed from.

	(1) <u>I-A</u> CFDA:84.010	(2) <u>I-C</u> CFDA:84.011	(3) <u>I-D</u> CFDA:84.013	(4) <u>II-A</u> CFDA:84.367	(5) <u>III-A</u> CFDA:84.365	(6) <u>IV-A</u> CFDA:	(7) <u>CAP</u> CFDA:	Total
From I-A	\$0.00						\$0.00	\$0.00
From I-C		\$0.00					\$0.00	\$0.00
From I-D			\$0.00					\$0.00
From II-A	\$8,091.00	\$0.00	\$0.00	(\$8,091.00)	\$0.00	\$0.00	\$0.00	\$0.00
From III-A					\$0.00		\$0.00	\$0.00
From IV-A	\$10,000.00	\$0.00	\$0.00	\$0.00	\$0.00	(\$10,000.00)	\$0.00	\$0.00
From CAP							\$0.00	\$0.00
Total	\$79,852.03	\$47,963.82	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$127,815.85

Transferability

All districts may transfer up to 100% of funds **from** Title II-A or Title IV-A **to** Titles I-A, I-C, I-D, II-A, III-A, or IV-A, as long as the district receives an allocation in the Title program it wishes to transfer to.



This authority to transfer funds is granted by Title V, Part A, which allows all districts to target federal funds to federal Title programs that most effectively address their unique needs. [Section 5102] Districts must consult with their stakeholders regarding transferring funds prior to doing so. Additionally, districts with participating private schools must conduct the consultations required under Section 8501 with the private schools regarding Title II-A and IV-A funds prior to transferring; however, districts may still transfer all funds, even if that is not what is desired by private schools. The private school(s)'s equitable share will be calculated based upon each relevant Title program's funding **after** the transfer occurs.

To transfer funds from II-A or IV-A in GMS, a district enters the amount they wish to transfer in the field(s) provided on the lower half of the Allocations page. The district will then budget and describe how the transferred funds will be used when budgeting and describing the rest of the funds from the Title program they transferred to. If the entirety of one Title program's funds are removed via Transferring, the district completes neither the Budget nor the Program Details page of the Title program from which they were removed but must still sign its Assurances.

Note: Unlike REAPed funds, transferred funds "become" funds in the new Title program statutorily, and thus transferred funds are subject to the new Title program's restrictions, conditions, and obligations. [Section 5103(e)] For example, funds transferred into Title I-A raise the base allocation of Title I-A and thus also raise the private school proportionate share and the required parent and family engagement set-aside amounts. Additionally, Title I-A has a 15% cap on carryover, so any II-A and IV-A funds that are transferred to I-A will be forfeited if less than 85% of I-A funds (including the transferred funds) are expended during the fiscal year.

For REAP-flex eligible districts who have the option to REAP or transfer funds from Titles II-A and IV-A to Titles I-A, II-A, III-A, or IV-A, DEED will always assume the district is REAPing instead of transferring.

Consolidated Administration

If the district plans to use the Consolidated Administration Pool (CAP), be sure to move funds from each applicable program into the CAP before entering information for individual Title program grants. **Note:** If the district uses the option to consolidate administrative funds from a Title program, the district may not pay for additional administrative costs within that individual Title program budget.

See more information under the [Consolidated Administration Pool](#) section later in this document.

	(1) I-A CFDA:84.010	(2) I-C CFDA:84.011	(3) I-D CFDA:84.013	(4) II-A CFDA:84.367	(5) III-A CFDA:84.365	(6) IV-A CFDA:	(7) CAP CFDA:	Total
From I-A	(\$526,223.89)						526,223.89	0.00
From I-C		(\$329,205.67)					329,205.67	0.00
From I-D			0.00					0.00
From II-A	0.00	0.00	0.00	(\$168,391.64)	0.00	0.00	168,391.64	0.00
From III-A					(\$9,808.82)		9,808.82	0.00
From IV-A	0.00	0.00	0.00	1,000,000.00	0.00	(\$1,018,751.17)	18,751.17	0.00
From CAP							0.00	0.00
Total	\$16,323,656.66	\$6,891,950.32	\$269,644.35	\$5,539,080.39	\$620,949.98	\$1,195,467.77	\$1,052,381.19	\$31,893,130.66


Accept/Waive Indirect Cost (For All Grants)

Use the Accept/Waive Indirect Cost screen to apply indirect cost rates to each grant. The approved indirect rates for each district will be entered into the system by DEED. Check the box to accept the indirect rate for each purpose code as desired.

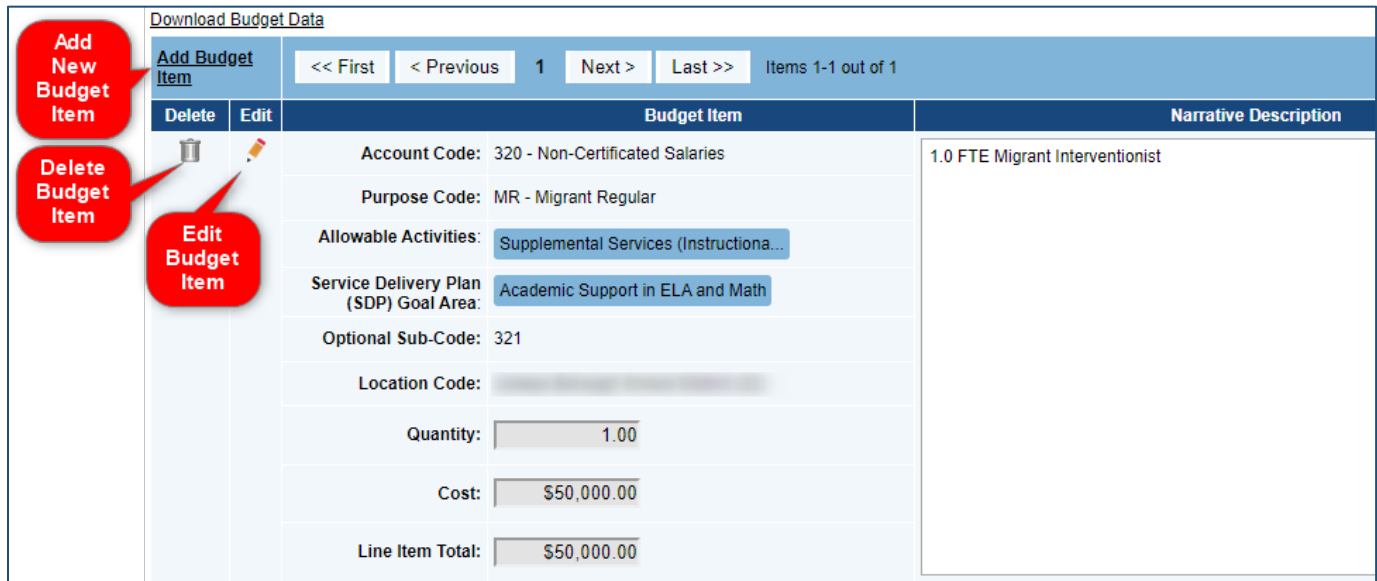
Accept/Waive Indirect Cost	
<div>Save And Go To ▶</div>	
Purpose Code	Accepting Indirect Cost
Basic Grant	<input checked="" type="checkbox"/>
Professional Development	<input checked="" type="checkbox"/>
Parent Engagement	<input checked="" type="checkbox"/>
Private Schools	<input checked="" type="checkbox"/>
Homeless	<input checked="" type="checkbox"/>
Pre-School	<input checked="" type="checkbox"/>
Summer School	<input checked="" type="checkbox"/>
Neglected & Delinquent	<input checked="" type="checkbox"/>

Budgets (For All Grants)

Budget information is entered by each account code. To match expenditures to the correct account code, see the Alaska Department of Education and Early Development [Uniform Chart of Accounts](http://education.alaska.gov/publications/chart_of_accounts.pdf) (education.alaska.gov/publications/chart_of_accounts.pdf)

Go To 		
Upload Budget Data Download Budget Data		
Action	Account Code	Total
Modify	310 - Certificated Salaries	\$9,110.00
Modify	320 - Non-Certificated Salaries	\$7,920.00
Modify	360 - Employee Benefits	\$94,250.00
Modify	380 - Housing Allowance/Subsidy	\$0.00
Modify	390 - Transportation Allowance	\$0.00
Modify	410 - Professional & Technical	\$0.00
Modify	420 - Staff Travel	\$24,200.00
Modify	425 - Student Travel	\$0.00
Modify	430 - Utility Services	\$0.00
Modify	440 - Other Purchased Services	\$0.00
Modify	450 - Supplies/Materials/Media	\$0.00
Modify	490 - Other Expenses (Dues and Fees)	\$0.00
Modify	495 - Indirect	\$5,784.99
Modify	480 - Tuition & Stipends (Students)	\$4,400.00
Modify	510 - Equipment	\$0.00
Modify	540 - Other Capital Outlay Expenses	\$0.00
Total		\$145,664.99
Adjusted Allocation		\$201,107.00
Remaining		\$55,442.01

Click on **Modify** in order to add, delete, or modify entries in an account code.



Download Budget Data

Add Budget Item << First < Previous 1 Next > Last >> Items 1-1 out of 1

Delete	Edit	Budget Item	Narrative Description
		Account Code: 320 - Non-Certificated Salaries Purpose Code: MR - Migrant Regular Allowable Activities: Supplemental Services (Instructiona... Service Delivery Plan (SDP) Goal Area: Academic Support in ELA and Math Optional Sub-Code: 321 Location Code: <input type="text"/> Quantity: <input type="text" value="1.00"/> Cost: <input type="text" value="\$50,000.00"/> Line Item Total: <input type="text" value="\$50,000.00"/>	1.0 FTE Migrant Interventionist

To enter an item, select **Add Budget Item**.

If desired, enter an applicable sub-code (or object code such as teacher salary within Certificated Salaries). The sub-code must be within the account code in the Alaska Department of Education and Early Development [Uniform Chart of Accounts](#).

If desired or required, select the appropriate purpose code. Be aware that budgeting an item in a purpose code is like creating “sub-budgets” within the particular Title program grant. Some grants only have one purpose code – the grant itself. Others have a variety of purpose codes specific to that grant. See each specific Title program grant for more information on how the purpose codes are used. Occasionally a Title program will require a specific purpose code be used, but in general, the use of purpose codes is voluntary.

Note: If a district chooses to use purpose codes in their budget, reimbursements must also be submitted by each purpose code used. The district will need to track expenses by purpose code in order to submit reimbursements requests.

Select all appropriate **Tags**. [Tag requirement and options vary by Title program](#). Refer to each of the Title program sections within this handbook for more information regarding tag requirements. Available tags are listed in [Appendix L](#). Unlike purpose codes, tags are not tied to reimbursement requests. Tags are strictly for budgeting purposes and do not effect reimbursements.

Select the appropriate **Location Code** to indicate whether the expense is a district level expense or if it is for a specific school within the district.

Enter the **Quantity** and **Cost** of the item. The total will be automatically calculated. The district may choose to enter multiple items of the same unit cost or enter items individually. With the budget upload and download process, districts should not “group” together the estimated total cost of multiple budget items (i.e., several positions). The district may budget all certificated salaries (310), non-certificated salaries (320), and benefits (360) for one school in the same box. Do not include budget items for multiple schools in the same box.

Enter information in the **Narrative Description** to clearly delineate the expenses in each entry. Include enough information such as FTE of positions, locations of activities, schools served, number of people traveling, etc. A through Narrative Description allows the reviewer to compare the Narrative Description to the descriptions of the activities and use of the funds on the Program Details page for each Title program grant.

- **FTEs:** One FTE (or Full Time Equivalent) is the hours worked by one employee on a full-time basis. The concept is used to convert the hours worked by several part-time employees into the hours worked by full-time employees. For example: You have three employees and they work 50 hours, 40 hours, and 10 hours

per week, totaling 100 hours. Assuming a full-time employee works 40 hours per week, our full time equivalent calculation is 100 hours divided by 40 hours, or 2.5 FTE.

- **Indirect Rates:** Indirect rates will not be applied to items in the following Chart of Account codes: 480 - Tuition and Stipends; 510 - Equipment; and 540 - Other Capital Outlay Expenditures. Notice that these codes now fall below the line for indirect calculation. It is still important to include the description of these items in the narrative section.
- **Tuition and Stipends:** Tuition and Stipends are for expenses related to educating or housing **students**, not staff. Payments to permanent or temporary school personnel for salary or extra-duty are not included here but in object code 310 - Certificated Salaries or object code 320 - Non-certificated Salaries.
- **Equipment:** Equipment is tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit or the grantee capitalization threshold. A grantee may use its own definition of equipment, provided that such definition would at least include all equipment defined above. Many districts have a capitalization threshold of less than \$5,000 for such items as equipment, digital cameras, etc. Anything not meeting the above definition is considered a supply and coded to the 450 line item. [EDGAR, Part 80, Definitions, 80.3]

Update Budget Item		
Budget Item		Narrative Description
Select Appropriate Account Code	Account Code: 320 - Non-Certificated Salaries	1.0 FTE Migrant Interventionist <div>Provide Narrative Describing Item Budgeted</div>
Select Appropriate Purpose Code	Purpose Code: MR - Migrant Regular	
Select All Applicable Tags	Allowable Activities: Supplemental Services (Instructiona... ✖ Select Tag	
	Service Delivery Plan (SDP) Goal Area: Academic Support in ELA and Math ✖ Select Tag	
Select Appropriate Location Code (i.e., district level or specific school)	Optional Sub-Code: 321 <div>Provide Applicable Sub-Code (Optional)</div>	
	Location Code:	
	Quantity: 1.00 <div>Provide Quantity of Item Budgeted</div>	31 of 2000 characters
	Cost: \$45,000.00 <div>Provide Cost of Item Budgeted</div>	
	Budget Item Total: \$45,000.00 <div>GMS Calculates Total Cost (Quantity x Cost)</div>	
		Total for all other Budget Items: \$0.00
		Total for all Budget Items: \$45,000.00
		Adjusted Allocation: \$45,000.00
		Remaining: \$0.00

Budget Overview (For All Grants)

The Budget Overview page shows the totals that have been budgeted by account code and, if utilized, purpose code. This screen is view only.

Budget Overview					
Go To ▶					
Show Unbudgeted Categories					
Purpose Code	BG - Basic Grant	PE - Parent Engagement	H - Homeless	Pre-S - Pre-School	Total
Account Code					
310 - Certificated Salaries	70,000.00	45,000.00	15,000.00	691,527.00	821,527.00
320 - Non-Certificated Salaries	1,529,252.00	20,000.00	418,111.00	279,609.00	2,246,972.00
360 - Employee Benefits	3,193,120.00	12,696.00	335,022.00	557,355.00	4,098,193.00
410 - Professional & Technical	364,882.00	5,000.00	1,500.00	0.00	371,382.00
420 - Staff Travel	148,070.00	0.00	4,650.00	0.00	152,720.00
425 - Student Travel	138,113.00	0.00	16,346.00	6,500.00	160,959.00
430 - Utility Services	0.00	0.00	600.00	0.00	600.00
440 - Other Purchased Services	31,700.00	3,000.00	1,008.00	0.00	35,708.00
450 - Supplies/Materials/Media	957,924.82	59,373.00	1,249.68	36,724.82	1,055,272.32
490 - Other Expenses (Dues and Fees)	30,940.00	0.00	200.00	0.00	31,140.00
495 - Indirect	287,001.68	6,441.06	35,239.68	69,784.18	398,466.60
Total	6,751,003.50	151,510.06	828,926.36	1,641,500.00	9,372,939.92
Adjusted Allocation					12,543,438.00
Remaining					3,170,498.08

Application Development

Consultation and Coordination

ESEA requires stakeholder engagement and consultation. In conducting needs assessments and in developing the application, a district shall meaningfully consult with teachers, principals, other school leaders, administrators, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, parents, community partners, Indian tribes or tribal organizations, students, community based organizations, local government agencies and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title I-A, Title I-C, Title II-A, Title III-A, and Title IV-A. [Section 1112(a)(1)(A), 1306 (a)(1), 2103(b)(3)(A), 3116(b)(4)(c), & 4106(c)(1)]

Application Planning and Development Team

Enter in each individual that was part of the application planning and development team. Include what stakeholder group they represent, their name, and their roles/responsibilities on the team. Including representatives of all stakeholder groups is essential in developing a successful plan. A representative from each stakeholder group should be included in the team that develops and writes the application.

Note: Consultation with Indian Tribes and Tribal Organizations is outlined in Section 8538 of the General Provisions. This provision applies to districts that receive more than \$40,000 for Title VI or have over 50 percent American Indian student population. Districts that are required to consult with Indian Tribes and Tribal organizations must select 'Tribal' from the representation drop down and describe that person's role in the application planning & development team.

Stakeholder Engagement and Consultation

Engaging in meaningful consultation activities with stakeholder groups will give stakeholders ownership in the plan. Activities required when engaging stakeholders and consulting for the application development shall also include seeking advice for how best to improve the organization's activities and coordination with other related strategies, programs, such as IDEA, Perkins Career and Technical Education, Workforce Innovation and Opportunity, Head Start, McKinney-Vento Homeless, and Adult Education and activities being conducted in the community. [Section 1112(a)(1)(B) and Section 2103(b)(3)(B)]


Enter in the stakeholder engagement and consultation opportunities and the planning steps that occurred.

Plan for Continuous Stakeholder Engagement and Consultation

Describe how the district will use data and ongoing consultation with the stakeholders identified in the previous section to update and improve activities supported by these programs, in particular Title II-A and Title IV-A and to coordinate with other related strategies, programs, and activities conducted in the community. [Section 2103(b)(2)(D) & 4106(c)(2)]

Contacts

Select from the drop-down menus the name of the district user who is the primary contact for the Consolidated Funding Application (all programs). The name of the district user who is the Homeless liaison for the district is not required in order to submit the application. **Note:** The individual must be a GMS user to show up in the drop down.

Contacts	
Save And Go To 	
Funding Application Contact	Homeless Contact
<input type="text"/>	<input type="text"/>

District Plan

Title I-A Section 1112 under ESEA, as amended by ESSA, includes information that must be included in a District Plan that does not necessarily relate to Title Program use of funds. The District Plan page in GMS is where the district will address these requirements.

Section A: Coordination with Other Federal Programs

Select all programs in which the district plan has been formulated in coordination with. [Section 1112(a)(1)(B)]

- A.1. ESEA Programs: Select each ESEA Program in which the district plan was formulated in coordination with.
- A.2. Other Acts: Select all other Acts in which the district plan was formulated in coordination with.

Section B: High Quality Education for All Students

- B.1. Provide a description of how the district will monitor students' progress in meeting the challenging State academic standards by developing and implementing a well-rounded program of instruction to meet the academic needs of all students. [Section 1112(b)(1)(A)]
- B.2. Provide a description of how the district will monitor students' progress in meeting the challenging State academic standards by identifying students who may be at risk for academic failure. [Section 1112(b)(1)(B)]
- B.3. Provide a description of how the district will monitor students' progress in meeting the challenging State academic standards by providing additional educational assistance to individual students that the district or school determines need help in meeting the challenging State academic standards. [Section 1112(b)(1)(C)]
- B.4. Provide a description of how the district will monitor students' progress in meeting the challenging State academic standards by identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning. [Section 1112(b)(1)(D)]
- B.5. If appropriate, describe how the district will coordinate and integrate academic and career and technical education content through coordinated instructional strategies that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State. [Section 1112(b)(12)(A)]
- B.6. If appropriate, describe how the district will coordinate and integrate work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit. [Section 1112(b)(12)(B)]

Section C: Equitable Access to Excellent Educators

- C.1. **Identify and Address Disparities:** Describe how the district will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out of field teachers. [Section 1112(b)(2)]

Be sure to address all three (ineffective, inexperienced and out of field) teacher characteristics. A report on inexperienced (new to the profession) and out-of-field teachers can be generated in the SRM report manager. Note: the high poverty schools reflect the top quartile of the 512 schools in the state where many districts have poverty levels above 95%. Districts will need to calculate disparities of ineffective teachers.

- C.2. **Ensuring Certified Teachers:** Describe how the district will ensure that all teachers working in a Title I program meet applicable State certification. [Section 1111(g)(2)(J)]
- C.3. **Ensuring Paraprofessionals Meet Standards:** Describe how the district will ensure that all instructional paraprofessionals working in a Title I program meet Alaska's paraprofessional standards. [Sections 1111(g)(2)(J)&(M)]

For both certified teachers and paraprofessional that are not meeting State certification or Alaska's paraprofessional standards describe the actions the district plans to take to correct this situation.

- C.4. **Systems of Professional Growth and Improvement:** Provide a description of the district's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders. [Section 2102(b)(2)(B)]
- C.5. **Systems for Building Capacity of Teachers:** Provide a description of the district's systems for building the capacity of teachers and opportunities to develop meaningful teacher leadership. [Section 2102(b)(2)(B)]

The district should describe the professional growth provided for educators along a career pathway by answering C4 and C5. Does the district provide support for inexperienced educators and early career educators? What professional growth is offered to all educators? What opportunities are there for teacher leadership that allows the teacher to remain in the classroom?

- C.6. **Improve Skills of Educators in Identifying Students:** Describe how the district is helping teachers, principals, or other school leaders improve their skills in identifying students with specific learning needs (i.e. children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels). [Section 2101(d)(2)(J)]
- C.7. **Improve Skills of Educators in Serving Students:** Describe how the district is helping teachers, principals, or other school leaders improve their skills in providing instruction based on the needs of students with specific learning needs (i.e. children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels). [Section 2101(d)(2)(J)]

Be sure to address all the subgroups (i.e. children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels) listed in both C6 and C7. State if the district does not have a particular subgroup.

Section D: Support and Engagement

Homeless Children and Youth

McKinney-Vento requires districts to help ensure the educational success of homeless students and unaccompanied homeless youth by

- Allowing them to remain in their school of origin when it is in the student's best interest (regardless of changes in housing);*
- Providing a Homeless Liaison in each district who will train staff in the identification and rights of homeless students, and facilitate the full participation of homeless students in the same free, appropriate public education (including public preschool) as provided to other children and youth; and*
- Facilitate the use of Title I-A set-aside funds when needed to allow homeless students equitable access to free public education.*

For more guidance on completing this section of the application, see the McKinney-Vento Homeless Assistance Act, Subtitle VII-B, and the Education for Homeless Children and Youths Program Non-Regulatory

Guidance, in the GMS [Document Library](#). Additionally, below are specific notes related to each question regarding McKinney-Vento students.

- D.1. **Homeless Children & Youth – Services:** Describe the services the district will provide homeless children and youths, including services provided with Title I-A funds reserved under section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the district is providing under the McKinney-Vento Homeless Assistance Act [Section 1112(b)(6)]

This section is about services, not identification. Even districts who have not identified any homeless students in recent years should have a plan for the kinds of services they will provide to homeless students. If the district has a mixture of Title I and non-Title I schools, the district may use the homeless set-aside to provide regular Title I services to homeless students attending non-Title I schools, as well as to provide homeless students with services not ordinarily provided to Title I students, regardless of whether the homeless students attend Title I or non-Title I schools. In addition, set-aside funds should be recognized by the district in their description as being able to fund a wide variety of things that would allow for McKinney-Vento students to participate fully in school, in addition to the old standbys of school supplies and winter coats.

- D.2. **Homeless Children & Youth – Identification:** Describe the procedure used by the homeless liaison to identify homeless students and assess their needs. Include any community agencies, organizations, and other resources regularly contacted to assist with the identification of homeless children and youth. [Section 722(g)(1)(B)]

This section is about the process of identification. How is the Liaison made aware of homeless students? What agencies does the district coordinate with who might contact the Liaison if they think a student is homeless? What happens next? How does the Liaison assess both the academic and social needs of the homeless student, once contact is made and the youth is identified as homeless? Are teachers, counselors, or other staff involved in the needs assessment process?

- D.3. **Homeless Children & Youth - Support for School Personnel:** Describe the training/professional development that was or will be provided to district staff and school personnel (principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten their awareness of the specific needs of homeless children and youth, including runaway and homeless children and youth. Include the dates or timeframe and the types of staff that received training. [Section 722(g)(1)(D)]

Training must occur annually, and should include all school staff – teachers, secretaries, lunch staff, counselors, etc. Other entities may also be provided training where appropriate, including community agencies and organizations.

- D.4. **Homeless Children & Youth - Access to Services:** Describe procedures that ensure that:

- a. Homeless children have access to public preschool programs as provided to other children in the district; Homeless children and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and
- b. Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels. [Section 722(g)(1)(F)]

The district's response should address equity. District procedures should go beyond "all students have access". How does the district specifically ensure that homeless students, including preschool aged students, are provided services? What steps are taken to ensure homeless students receive credit for partial coursework completed at another school, or how they are made aware that they can access academic and extra-curricular activities they may perceive to be out of reach; such as Career and Technical Education, online learning, sports, clubs, etc? What steps are taken to ensure equity? (i.e., if an extra-curricular activity or event like sports, drama, clubs, or career fair takes place after school, are steps are taken to ensure a homeless student has transportation?)

- D.5. **Homeless Children & Youth - Strategies to Address Other Problems:** Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by:

- a. Requirements of immunization and other required health records;
- b. Residency requirements;
- c. Lack of birth certificates, school records, or other documents;
- d. Guardianship issues; or
- e. Uniform or dress code requirements [Section 722(g)(1)(H)]

Remember that Title I-A set-aside funds could be used for fees associated with some of these requirements, and that the description should list some things the district would do to address these issues, even if no students have been identified as homeless in recent years.

- D.6. **Homeless Children & Youth - Policies to Remove Barriers:** Demonstrate that the district has developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, including barriers to enrollment and retention due to outstanding fees or fines, or absences. [Section 722(g)(1)(I)]

If a district does not have updated board policies dated after or around the dates of December 2015 (when McKinney-Vento was last reauthorized) and October 1, 2016 (when the reauthorized version of McKinney-Vento took effect) then district board policies need to be updated.

- D.7. **Homeless Children & Youth - Assistance from Counselors:** Describe how homeless children and youth will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college. [Section 722(g)(1)(K)]

The district should describe how assistance is provided beyond what supports are provided to all students in the district. Is there a process in place so that counselors are notified which students are homeless? Do they have procedures designed to accommodate the extra help homeless students and unaccompanied youth would likely need in selecting CTE programs, attending job/college/career fairs, filling out the FAFSA, applying for colleges or vocational schools?

Foster Care Children

ESSA requires districts to help ensure the educational stability of students in foster care by 1) Allowing them to remain in their school of origin when it is in the student's best interest (regardless of changes in housing); 2) Coordinating with the Social Security Act Title IV-E Agency (Office of Children's Services) to provide transportation to the school of origin; and 3) Facilitating expedited enrollment in a new school when it is determined in the student's best interest to change schools. [Section 1111(g)(1)(E)] Note: The "school of origin" is the school in which the child was enrolled immediately prior to being placed into foster care, and thereafter, immediately prior to any change in foster care placement.

For more guidance on completing this section of the application, see the *Joint Guidance on Ensuring the Educational Stability of Children in Foster Care* in [Appendix K](#) of this handbook. Additionally, below are specific notes related to each question regarding foster care.

D.8. Foster Care Children – OCS Point of Contact & Transportation Agreements:

☐ A copy of the district’s Memorandum of Understanding **and** Transportation Agreement with the Office of Children’s Services has been uploaded on the Related Documents page. The document(s) must establish the current Point of Contact for each agency, describe how the educational stability of students in foster care will be supported, and clarify how transportation to the student’s school of origin will be arranged and funded.

Larger districts will likely want to work out a detailed, overarching MOA with the Office of Children’s Services (OCS) that encompasses all required components, including each organization’s specific commitment of transportation services and funding and the procedures for reimbursement.

Many smaller or rural districts may prefer to adopt the MOU for Ensuring Educational Stability and the case-by-case Foster Care Student Transportation Agreement templates that DEED and OCS have jointly created. If taking this route, districts must remember to upload both documents—the signed MOU as well as the Transportation Agreement the MOU references. These templates are found in GMS on the District Plan Related Documents page.

If a district’s POC or Protective Services Specialist at OCS has left and the district is no longer sure who to contact at OCS, it is recommended the district email the OCS Protective Services Manager (PSM) for their region, as these positions tend to have less turnover in staffing. If the district does not know who the PSM for their region is, please see the Connecting with OCS section of [DEED’s Foster Care webpage](#), or reach out to the DEED Program Manager for assistance obtaining contact information.

D.9. Foster Care Children – Educational Stability: For district students in the OCS Foster Care system, describe how the district learns of the student’s foster care status, where the information is recorded or stored, and how the information is shared with necessary school staff.

Describe how the district learns a child is in OCS foster care or has had a change in foster care status. Is there one central person for the district that OCS has been asked to contact? Is the information passed from the foster parent to each school’s administrative assistant who passes the information to the district’s Foster Care lead? What written proof of custody is obtained from OCS? Additionally, describe where this foster care data is stored and how the district ensures it is kept secure but also shared with all staff who will need to be aware in order to support the student.

D.10 Foster Care Children – Transportation to School of Origin: For district students in the OCS Foster Care system, describe the transportation methods used to enable the child to attend their school of origin (unless the child’s foster placement is in a new community that is not connected by road to their school of origin or is more than 50 miles away by road).

Most urban districts will describe what staff arrange transportation as well as what different types of transportation are utilized so that the child can remain enrolled in their school of origin (unless the distance from their foster placement is more than 50 miles away or it has been formally determined to be in the foster student’s best interest to transfer schools). Remember, the right to transportation to the school of origin exists even across adjacent school district boundaries.

For rural districts comprised of one or more isolated communities that are not connected by road to any other community, the district should state this geographic fact and explain that any foster placement not within the original community will necessitate a transfer of schools due to lack of road access. Similarly, districts with rural school communities connected by road to other communities in their district (or a neighbor district) but where the distance is greater than 50 miles should state and explain this lack of access and necessity to transfer schools.

Additionally, for these same rural districts with only one school option per community, if a child is placed into foster care within their original community, though there is only one school to attend, this school is still considered the student's "school of origin" and thus the district must describe how transportation to the school of origin would be provided. For example, are all schools in walking distance of every possible foster home? Or are there school buses that serve every possible home? If there is a residence that is beyond the school's normal walking or bus boundaries or if some other barrier developed, describe what the district would do to arrange transportation and ensure it is not a barrier to the foster student's attendance. For example, other methods might include using the vehicle available for transporting students with Special Needs, offering a contract/gas reimbursement for a background checked community member, using a taxi, or other local solution.

No district--regardless of whether transportation is typically needed or provided to students--is exempt from this question or expectation to arrange transportation to the school of origin if transportation is a barrier to a foster student's attendance, so all districts must plan for and describe how this would be accomplished.

- D.11. **Foster Care Children – Expedited Enrollment:** Describe how the district staff help ensure a student in foster care exiting or entering the district has expedited enrollment, even if records normally required for enrollment are unavailable.

The district should affirm foster care students are enrolled ahead of normally required documents arriving. Additionally, the district should explain what they do to help locate such records, such as contacting the previous school for academic records or contacting the regional health clinic for medical records.

Engagement and Transitions

- D.12. **Parent & Family Engagement:** The district shall implement effective parent and family engagement as required by Section 1116. [Section 1112(b)(7)] Describe the strategies the district will use to implement effective parent and family engagement required under Section 1116. Include a description of how the district will regularly evaluate and revise the parent engagement policies and activities as described in Section 1116. [Section 1112(b)(7)]
- District Parent and Family Engagement Policy [Section 1116(a)]
 - School Parent and Family Engagement Policies [Section 1116(b)]
 - Annual Title I Meetings [Section 1116(c)]
 - School-Parent Compacts [Section 1116(d)]
 - Building Capacity for Involvement [Section 1116(e)]
- D.13. **Early Learning:** If applicable, describe how the district will support, coordinate, and integrate services provided under Title I, Part A with early childhood education programs at the district or individual school level, including plans for the transition of participants in such programs to local elementary school programs. [Section 1112(b)(8)]
- D.14. **Effective Transitions:** Describe of how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary

education. The district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable –

- a. through coordination with institutions of higher education, employers, and other local partners; and
- b. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills. [Section 1112(b)(10)]

D.15. **Discipline Reduction:** Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students. [Section 1112(b)(11)]

Section E: English Learners

All districts are required to identify, serve and assess English learners (ELs) under Title I, the Office of Civil Rights regulations, and Alaska state regulations. Per Alaska regulation 4 AAC 34.055, districts that have 8 or more identified EL students in any school must file a Plan of Service for EL Students.

- E.1. Indicate if the district is required to file a Plan of Service for EL students.
- E.2. If yes, enter the expiration date of the Plan of Service and upload the plan on the Related Documents page.

Section F: School Improvement

The local educational agency will carry out its responsibilities regarding Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) under (1) and (2) of section 1111(d). [Section 1112(a)(3)]

- F.1. **Comprehensive Support and Improvement:** Describe how the district will carry out its responsibilities regarding Comprehensive Support and Improvement (CSI) and Additional Targeted Support & Improvement (ATSI). The district shall, for each CSI/ATSI school identified, develop and implement, in partnership with stakeholders, a comprehensive support and improvement plan to improve student outcomes that:
 - a. is informed by all indicators of the accountability system, including student performance against the long-term goals;
 - b. includes evidence-based interventions;
 - c. is based on a school-level needs assessment;
 - d. identifies resource inequities, which may include a review of local educational agency and school level budgeting, to be addressed through implementation of such comprehensive support and improvement plan;
 - e. is approved by the school, district, and State educational agency; and
 - f. upon approval and implementation, is monitored and periodically reviewed by the State educational agency. [Section 1111(d)(1)(B)]
- F.2. **Targeted Support and Improvement:** Describe how the district will carry out its responsibilities regarding Targeted Support and Improvement (TSI). The district


- a. shall provide notification to each TSI school with respect to which subgroup or subgroups of students in such school are consistently underperforming as determined by the state ESSA plan. [Section 1111(d)(2)(A)(ii)]
- b. will ensure that each TSI school, in partnership with stakeholders (including principals and other school leaders, teachers and parents), develops and implements a school-level targeted support and improvement plan to improve student outcomes based on the indicators in the statewide accountability system, for each underperforming subgroup of students that-
 - i. is informed by all indicators of the accountability system, including student performance against the long-term goals;
 - ii. includes evidence-based interventions;
 - iii. is approved by the district prior to implementation;
 - iv. is monitored, upon submission and implementation, by the district; and
 - v. results in additional action following unsuccessful implementation of such plan after a district-determined number of years. [Section 1111(d)(2)(B)]
- c. will ensure that for a TSI school that is identified in which any subgroup of students, on its own, would lead to identification as a CSI school (in the lowest 5% of Title I schools) shall also identify resource inequities (which may include a review of district and school level budgeting), to be addressed through implementation of the TSI plan. [Section 1111(d)(2)(C)]

Private School Administration

Use this section to add a newly opened private school to the list or to mark one as closed. To add a new school, enter the next organization number and the name of the school.

Note: Each private school must have a unique organization number. The numbering system is ##NP### where the first two digits represent the district number and the remaining three digits represent the number of the private school in the district. For example, to enter a school in Anchorage, if there are already 13 schools listed, the next school would have the identification number “05NP014” because the district number for Anchorage is 05.

To mark a private school as closed, uncheck the “open” box next to the school organization number.

Private Schools Administration		
<div>Save And Go To </div>		
Add New School		
Organization Number: <input type="text"/> School Name: <input type="text"/>		
Active Schools		
Open	Organization Number	Building Name (15 Buildings)
<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>
<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>
<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>
<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>
<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>
Schools Marked as Closed		
Open	Organization Number	Building Name (15 Buildings)
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>

Private School Consultation

The “goal of reaching agreement” between a district and appropriate private school officials is grounded in timely, meaningful, and open communication between the district and the private school officials on key issues that are relevant to the equitable participation of eligible private school students, teachers, and other education personnel, and families in ESEA programs. For more information on the requirements for the consultation process for private schools, see [Appendix B](#) of this handbook. See also Sections 1117 and 8501 of ESEA, as amended by ESSA.

Use this section to describe the consultation process the district used to inform private schools in the district about the benefits available to their students and teachers from ESEA programs, as amended by ESSA, and how the district consulted with representatives of those schools to determine whether the schools would participate in any ESEA programs.

If the district does not have any private schools, check the box at the top of the page and go on to the next section.

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Go To ▶

☐ District does not have any private schools.

1. Please describe the district's private school consultation process. [Section 1117(b)(1) and 8501(c)(1)]

2. Please describe the district's process to determine services, benefits, materials and equipment are secular, neutral, and nonideological in nature. [Section 1117(a)(2) [I-A], 8501(a)(2) [I-C, II-A, III-A, IV-A]]

3. Will the district create a pool of funds to provide equitable services to private school students and teachers? If funds are not pooled, then services will be provided through a proportionate equitable share for each participating private school. [Section 1117(b)(1)(J) and 8501(c)(1)(H)]

☐ Yes
☐ No

4. For each participating private school, upload on the Related Documents page a written affirmation of participation signed by the private school official of the meaningful consultation that occurred. For all other private schools, upload evidence of meaningful consultation or documentation of the district's attempts at such consultation. [Section 1117(b)(5) and 8501(c)(5)]

Go To ▶

If the district does have private schools:

1. Describe the district's private school consultation process. [Section 1117(b)(1) and 8501(c)(1)] Include a timeline, process for contacting schools, the revision process, etc.
2. Describe when a Private School need is provided to the district and how the district evaluates the need and determines the secular, neutral, and nonideological nature of the request. If only a percent of the item can be paid for with ESEA funds, how is the applicable amount determined?

3. Will the district create a pool of funds to provide equitable services to private school students and teachers? If funds are not pooled, then services will be provided through a proportionate equitable share for each participating private school. (Yes or No)[Section 1117(b)(1)(J) and 8501(c)(1)(H)]
4. For each participating private school, upload on the Related Documents page a written affirmation of participation signed by the private school official of the meaningful consultation that occurred. For all other private schools, upload evidence of meaningful consultation or documentation of the district's attempts at such consultation. [Section 1117(b)(5) and 8501(c)(5)]

Related Documents

The following documents must be uploaded to the Related Documents page under the Application Development section:

- For each participating private school, upload on the Related Documents page a written affirmation of participation signed by the private school official of the meaningful consultation that occurred. For all other private schools, upload evidence of meaningful consultation or documentation of the district's attempts at such consultation. [Section 1117(b)(5) and 8501(c)(5)]
- Upload a copy of the district's Memorandum of Understanding with the Office of Children's Services (that establishes the Point of Contact for each agency and clarifies how the educational stability of students in foster care will be supported, including how transportation to the student's school of origin will be arranged and funded).

Title I-A Improving the Academic Achievement of the Disadvantaged

Title I-A Ranking and Serving

Section A: Method for Determining Low Income Rank Order and Funding for Title I-A

1. **Poverty Data Used** – Select the data source that the district is using to identify eligible school attendance areas (free/reduced-price lunch, US Census, Temporary Assistance to Needy Families (TANF), or Medicaid). If more than one source is used, select the weighted combination choice. Documentation of data source(s) such as participation in the National School Lunch Program (free and/or reduced price lunch applications or surveys or direct certification lists) must be kept in the district's Title I-A records. Data must be relevant to the determination of concentrations of economic deprivation of children from low-income families. Data sources must be applied uniformly to each attendance area and to the district as a whole, or to each grade-span grouping. A child who might be included in more than one data source may be counted only once in arriving at a total count.
2. Check if applicable:
 - Check if for the purpose of serving high schools, the district has lowered the low-income threshold from 75% to 50% for annually ranking, without regard to grade spans.
3. **Method of Qualifying Schools (Attendance Areas)** – Make the appropriate selection in this box to indicate which method the district is using to qualify school attendance areas for Title I-A.

Method	Schools to be served
Single attendance area (a one-school district or one school per grade span).	May serve any school.
District enrollment of less than 1,000.	May serve any school(s).
Schools in rank order of poverty, all above 35%.	All schools at or above 35% poverty are eligible for services; funds allocated to serve in rank order of poverty; money may run out before serving all of them.
Schools below 75% poverty in rank order by grade span groupings, all above 35% poverty.	Schools with similar grade spans grouped together, and any school at or above 35% in each group, are eligible for services. <i>All</i> schools at or above 75% <i>must be served</i> before serving lower-ranked schools in grade span groupings. A district may opt to lower the mandatory service threshold to 50% for high schools. If funds remain after serving all eligible school attendance areas (75% and 50% rule), a district shall annually rank eligible school attendance areas from highest to lowest either by grade span or for the entire district according to the percentage of children from low-income families and serve each eligible school attendance area in rank order either within each grade span grouping or within the district as a whole.
Schools in rank order, some below 35% poverty served according to 125% rule.	All schools are eligible for services, but each school must receive funding according to the 125% rule. See more information under "Public School Allocation - Per Pupil Amount (PPA) List" below.

ESSA has provided some additional options for ranking schools. For example, a district can choose to serve high schools with 50% or greater poverty before serving a higher-poverty middle and/or elementary school. If the district chooses this option, it must be applied to all high schools.

Another option is for a secondary school's poverty rate to be based upon the poverty rates of the schools that feed into it. Again, if a district chooses to use this method, it must be applied consistently to all secondary schools. See [Appendix A](#) and/or ask the district's DEED Program Manager for more information if the district is interested in employing one of these alternate methods for ranking and serving and determining eligibility.

4. If 'School in rank order by grade span groupings, all above 35%' was selected from the drop-down in question 3, briefly describe how the district is doing grade span groupings.
5. **Exemption of Schools:** For any school not served with Title I-A funds as an exception (marked as "Exempt" on the school Building Eligibility page), indicate the amount and source of state or local supplemental funds that are used to provide services to low-achieving students in lieu of the funds that would have been provided by Title I-A. Supplemental funds cannot include Title I, Part D federal funding. Do not include Title I, Part D in the narrative below.

Title I-A Building Eligibility Page

This page is used to collect low-income student data for each school that will determine the poverty rates for Title I-A eligibility and funding. On this page districts also indicate which schools they plan to designate Title I-A schools, by identifying schools as Title I-A served (SW-Exist, SW-New, TA) or not served (None, Exempt). All public schools must be listed in this section with grade span, enrollment counts, and low-income counts. The allocations to the served Title I-A schools will be shown on the School Allocations – PPA List page. **It is important to finalize the selection of Title I-A schools for the school year prior to August 15 each year.** For more information on the procedures for determining eligibility for Title I-A service, see [Appendix A](#) of this document.

This section will list all open schools as identified in the [DEED Rolodex](#) (education.alaska.gov/Alaskan_Schools/Public) data base and will be uploaded by the state. If a school needs to be added as a new school or closed for the school year, contact the district's DEED Program Manager for assistance.

Building Eligibility											
Go To <input type="text"/>											
Building Name	Number	Grade Span	Service	Public Student Enrollment in Attendance Area	Low Income Students		Percent	Sort Order (Asc) (Asc)	Eligibility for Service	Eligible By Other Factors	Prev. Served (Insert notes into log)
					Public Students	Private Students from Participating Private Schools					
		KG-12	None ▼				0.00 %		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		7-12	None ▼				0.00 %		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		PK-6	None ▼				0.00 %		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total for All Schools:				0	0	0	0.00 %				
Total for Participating Schools:				0	0	0					

Building Name

This column lists the official school name for all public schools, including any charter, cyber, or correspondence schools. Any new schools scheduled to open in in the fall must be included, using projected enrollment and poverty levels.

Number

This column shows the Alaska school number for each school.

Grade Span

This column shows the grades served by each school.

Service

From the drop-down menu, select the appropriate code for the type of Title I-A program, if any, to be offered in the school during the upcoming grant year. Be sure all enrollment and low-income counts have been entered before determining which schools will be served with Title I-A funds.

- **None = Not served:** This service designation is for a school that will not receive an allocation of Title I-A funds. Districts must follow the regulations to determine which schools must be served with Title I-A funds and which may not be served. **Note:** All schools in a district that do not receive Title I-A funds must be marked as “None.”
- **SW-Exist = Schoolwide program (existing):** This service designation is for Title I-A schools who will continue to implement a Schoolwide program. A school must have a poverty rate of 40% or higher to begin implementing a Schoolwide program, but it may continue to operate a Schoolwide program in subsequent years as long as it is served with Title I-A funds, even if the poverty rate falls below 40%. See “SW-New” below for information about Schoolwide programs.
- **SW-New = Schoolwide program (new):** This service designation is for a school who will implement the first year of a Schoolwide program. A school that has a poverty rate of 40% or higher may operate a Title I-A Schoolwide program that upgrades the quality of the educational program for all students. Alternately, a school with a poverty rate over 35% but less than 40% may apply for a waiver to operate a Title I-A Schoolwide program. The approved waiver justification should be uploaded to the Title I-A Related Documents.

To operate a Schoolwide program, a school must have a Schoolwide plan, **developed during the year prior to implementation**, which meets all the required elements. Schoolwide plans must be approved by the district and reviewed and revised annually. A district may use Title I-A funds in combination with other federal, state and local funds in a Schoolwide program.

In a Schoolwide program, it is not required to identify particular children as eligible to receive services or to provide supplemental services solely to such children; however, students who experience difficulty mastering any of the required standards are to be provided timely, effective additional instructional assistance. All students, teachers, and paraprofessionals in a school that operates a Schoolwide program are considered to be Title I-A students, teachers, and paraprofessionals. For more information, see guidance and a Schoolwide plan template posted on the [DEED Forms webpage](https://education.alaska.gov/forms) (education.alaska.gov/forms).

- **TA = Targeted Assistance program:** In a school designated to operate a targeted assistance Title I-A program, services are provided solely and directly to the lowest achieving students. Multiple academic criteria must be established to determine which students are eligible for services. Only students receiving services provided by Title I-A funds are considered Title I-A students and only teachers and paraprofessionals paid in whole or in part with Title I-A funds are considered Title I-A teachers or paraprofessionals.
- **Exempt = Exception:** This service designation is for a school that would normally be required to be served with Title I-A funds due to its poverty rate, but is “skipped” and not served as a Title I-A school because it meets the following criteria. Any school marked with Exempt must meet all the following criteria, and funding sources must be explained on the Title I-A Program Details section. The district may elect not to serve with Title I-A funds an eligible school attendance area or eligible school that has a higher percentage of children from low-income families if:
 - The school meets the comparability requirement [Section 1118(c)],

- The school is receiving supplemental funds from other state or local sources that are spent according to the requirements of Section 1114 (Schoolwide) or Section 1115 (Targeted Assistance), and
- The funds expended from such other sources equal or exceed the amount that would be provided under Title I-A [Section 1113(b)(1)(D)].

Public Student Enrollment in Attendance Area

Provide the K-12 enrollment for each school listed. A district may use the enrollment as of the end of the current school year, or may choose a date on which to count the enrollment and low-income count in the school. This date will usually be the same date as used to determine eligibility for the school lunch program. Be sure to use the actual count of students, not the full-time equivalent count that is used for funding. The method must be applied consistently across all schools. Enrollment data may be adjusted in the fall if desired after the October count period, but is not required, as this may cause a change in Title I-A status during the school year which could disrupt services.

Building Eligibility								
Save And Go To ▶								
Building Name	Number	Grade Span	Service	Public Student Enrollment in Attendance Area	Low Income Students		Percent	Sort Order (Asc) (Asc)
					Public Students	Private Students from Participating Private Schools		Eligibility for Service
	PK-5	SW-Exist ▼		160	150	10		
	6-8	SW-Exist ▼		110	80	25	72.73 %	
	9-12	TA ▼		120	50	0	41.67 %	<input checked="" type="checkbox"/>
	KG-12	None ▼		60	23	55	38.33 %	<input type="checkbox"/>
	PK-12	None ▼		70	22	5	31.43 %	<input type="checkbox"/>
Total for All Schools:				520	325	95		
Total for Participating Schools:				390	280	35		

Low Income Students

Public School

Enter the number of public school K-12 children from low-income families that live in the attendance area of the school or that are enrolled in the school. The low-income count must be included for all schools, including charter schools, correspondence schools, or others that draw students from outside their boundaries.

Participating Private Schools

Enter the private school low-income student count from each private school participating in Title I-A services in each participating public school attendance area. For more information on how to count the low-income students in private schools, see "Title I-A Allocations and Services for Private School Students" in [Appendix B](#) in this document.

Percent

The percent of poverty will be automatically calculated in this column based on the number of public low-income students divided by the enrollment. Both the enrollment count and the low-income count in the school must be finalized by August 15.

Sort Order

This column may be left blank. This column would be used if a district must manually sort the schools by a method other than by poverty rate in order to determine Title I-A service. For example, a district with less than 1000 students might use this column to rank the schools being served, or a district that is using grade banding to determine Title I-A service might enter numbers in the sort order to put the schools in order that are being served within each grade span.

Eligibility for Service

The boxes in this column will be automatically checked by GMS for schools with a poverty rate that is at or above the district poverty average and/or 35%. The bottom line on this section shows the total enrollment and low-income count for the district and provides the district's poverty average.

In order to designate a school to be served by Title I-A funds, either the box in the "eligible for service" column must be checked, or the district must check one of the last two columns to indicate other criteria is being used to make the school eligible.

Eligibility by Other Factors

A district may check the box in this column to qualify a school for service based on one of these criteria:

- If a district that has fewer than 1000 students, the district may make any school eligible for service, including those less than 35%.
- If a district that has 1000 or more students, the district may make a school with a poverty rate of less than 35% eligible for service; however, the schools must be served in rank order and the 125% rule will apply.

Previously Served

A district may check the box in this column to qualify a school for service that received an allocation in the prior year but whose poverty rate has fallen and is not eligible for the current year. Place a checkmark by the school in this column to make school eligible for one more year and enter a comment in the history log to document the situation for the school.

Note: Previously Served eligibility is only good for one school year, so the district should plan for the future accordingly.

Data Sorting Options

The data on this page can be sorted by clicking on the title of any column that is underlined to sort by that criterion (building name, grade span, enrollment, low-income percent, or sort order).

Note: District-wide totals for all schools and for participating schools are given at the bottom of the last screen of the school list for the following: public school enrollment, public school low-income student counts, participating private school low-income counts, and percent of poverty.

Title I-A Private School Allocations

After conducting meaningful consultation with private schools in the district, complete this page. A description of the consultation process will be documented on the Private School Consultation page under the Application Development section of the application.

Expenditures for equitable services to eligible private school children, teachers and other educational personnel, and families must be equal to the proportion of funds allocated to participating public school attendance areas based on the number of children from low-income families who reside in those attendance areas and attend private schools. The district must determine the proportionate share of Title I-A funds available for equitable services based on the total amount of Title I-A funds received by the district prior to any allowable expenditures or transfers of funds to the CAP (Consolidated Admin Pool).

If the district does not have any private schools, verify the checkbox indicating the district does not have any private schools has been checked on the Private Schools Consultation page and move on to next page.

Private School Allocations

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Save And Go To ▶

☒ District does not have any private schools. - This checkbox automatically populates from the response on the Private Schools Consultation page in the Application Development section.

Non-Participating Private Schools

After appropriate consultations (meetings) with private schools in the district, use this section to list each private school in the district that indicated that they do not wish to participate in the Title I-A program.

For each non-participating private school, indicate their status. The options are:

- “Contacted – Not Participating”
- “Contacted – Refused Consultation”

Non-Participating Private Schools	
Non-Participating Private School	Status
Select... ▼	Select... ▼

Participating Private Schools

Public and Private Proportionate Share Calculation

GMS will calculate the public school and private school proportionate share based on the information provided on the Building Eligibility page and the district’s Title I-A allocation. See sample calculations on the screenshot at the end of this section.

Optional District Private Administration Cost Adjustment

From the proportionate share of Title I-A funds available to provide equitable services, the district may reserve an amount that is reasonable and necessary to administer equitable services. The district determines this amount separately from the funds needed to administer the Title I-A program for students in participating public schools. The district should discuss administrative costs for implementing equitable services during consultation with appropriate private school officials.

Enter the optional district administrative costs here. GMS will calculate an adjusted private school proportionate share based on the district administrative costs.

Participating Private School Allocation

Use this section to list each private school in the district that indicated that they wish to participate in the Title I-A Program.

For each participating private school, provide the number of low-income students attending the private school. The total of low-income private school students must match the total of low-income private school students listed on the Building Eligibility page.

Based on the proportionate share calculated above and the number of low-income students attending each participating private school, GMS will calculate the allocation amount (equitable share) for each participating private school. Remember that funds are not given directly to private schools, but are used to provide services for private school students.

Private School Allocations

)- FY 2021 - ESEA Consolidated - Rev 0 - Title I-A

Go To

☐ District does not have any private schools. - This checkbox automatically populates from the response on the Building Eligibility page in the Application Development section.

District Title I-A Allocation \$ 12,548,438.00

Non-Participating Private Schools

Select non-participating Private School and provide status.

Non-Participating Private School	Status
	Contacted - Not Participating
	Contacted - Refused Consultation

Populates from Allocations Page.

Participating Private Schools

Public and Private School Proportionate Share Calculation

GMS calculates based on information from Allocations page and Building Eligibility page.

	Public School Share	Private School Share
Number of public low-income students and private low-income students from participating private schools	11,015	61
Proportion Low Income (value is rounded to 2 decimal places)	99.45 %	0.55 %
Proportionate share of allocation to be budgeted on public and private budgets	\$ 12,479,328.69	\$ 69,109.31
Private school parent and family engagement amount from proportionate share:		\$ 691.09

Optional District Private Administration Cost Adjustment

This amount goes to the Title I-A Set-Asides page.

Private School Proportionate Share	\$ 69,109.31
District Administrative Costs (value required, \$0.00 is allowed)	\$
Adjusted private school proportionate share to be budgeted on the Title I-A private budget	\$ 69,109.31

Participating Private School Allocation

Select each participating Private School and provide number of low-income students.

Each Private Schools' Allocation.

Participating Private School	# low-income students	Title I-A Allocation
	36	\$ 40,785.82
	25	\$ 28,323.49
Totals	61	\$ 69,109.31

Total must match Building Eligibility page.

Title I-A Set Asides Page

The purpose of the Set Asides page is to allow the district to reserve Title I-A funds to be used at the district level, instead of at the school level, in order to efficiently provide services that will benefit all Title I-A schools, as well as some services for students experiencing homelessness and living in foster care regardless of whether they attend a Title I-A school. Some set-aside categories are mandatory, but most are optional. After the district manually enters all set-aside amounts, the page will automatically calculate the total amount of funds available for school allocations, as well as the average Per Pupil Amount (PPA) amount available to serve Title I schools.

Enter the amounts as needed for each district-level set-aside expense as noted below. For each amount entered, include a narrative description of how the funds will be used. These are funds that will be spent by the district for specific purposes and will not be included in the amount of funds that will be available to allocate to the Title I-A schools. The funds set aside in non-mandatory categories may be budgeted separately by purpose code in the Title I-A budget, but may also be budgeted in the Basic Grant purpose code if desired. See the "Title I-A Budget Purpose Codes" section of this document.

Note: The percent calculated for the required set asides is based on the current year allocation **plus any funds transferred into Title I-A under the transferability provision**. It does not include REAPed funds used for Title I-A purposes. The total district set-aside funds will be automatically calculated.

Required District Set-Asides

Private School Proportionate Share

Set-Aside Item	Amount	Narrative
Private School Proportionate Share [Section 1117(a)(4)]	\$ <input type="text"/>	<input type="text"/>

Private school proportionate share is populated from the Title I-A Private School Allocation page.

Enter a description of how the Title I-A funds will be used to meet the educational needs of participating private school children. The district may not use Title I-A funds for the needs of the private school or the general needs of the children in the private school. The district must have control of the Title I-A funds at all times and the district must have the title to materials, equipment, and property purchased with Title I-A.

To be eligible for Title I-A services, a private school child must meet the requirements in Sec. 1115(b) of Title I-A, which states that children be identified as failing or at risk of failing to meet the state challenging academic standards on the basis of multiple, educationally related, objective criteria. See [Appendix B](#) for more complete information.

Parent and Family Engagement (Districts with Title I-A Allocation more than \$500,000)

Parent and Family Engagement	\$ <input type="text" value="6,404.80"/>	<input type="text"/>
Minimum of 1% of the district's Public Share Allocation if the Title I-A allocation is greater than (\$500,000). 90% of funds must be distributed to schools. [Section 1116(a)(3)]		
For district's receiving more than \$500,000 in Title I allocations:		
\$ <input type="text" value="640,479.94"/> District's Title I-A Allocation (less private school share)		
\$ <input type="text" value="6,404.80"/> 1% of District's Title I-A Allocation		
\$ <input type="text" value="5,764.32"/> 90% of the above 1% to be distributed to schools for Parent and Family Engagement		

A district that receives more than \$500,000 in Title I-A funds must spend at least 1% of its allocation for parent/family engagement activities. Of the 1% required set-aside, 90% must be returned to the schools to be used for parent and family engagement activities, with priority given to high-need schools. These funds will not be shown in the school allocations, so they must be tracked separately by the district. It is not required to allocate these funds proportionally to each Title I-A school; they may be used as needed for specific activities or projects at the different schools. Parents of Title I-A students shall be involved in decisions regarding how these funds are used. These funds will be shown in the separate Title I-A Parent and Family Engagement set-aside budget.

Funds reserved for Parent and Family Engagement by a district shall be used to carry out activities and strategies consistent with the district's parent and family engagement policy, including not less than 1 of the following:

- (i) Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.
- (ii) Supporting programs that reach parents and family members at home, in the community, and at school.
- (iii) Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
- (iv) Collaborating, or providing sub-grants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.
- (v) Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency's parent and family engagement policy.

Education for Homeless Children and Youth

<p>Education for Homeless Children & Youth</p> <p>Required for all districts to provide comparable services to homeless children and youth, including providing educationally related support to children in shelters or other locations where children may live. Set-aside may be used to provide homeless children and youth with services not ordinarily provided under Title I-A, including funding for the local homeless liaison or the excess cost of transportation to the school of origin. [Section 1113(b)(3)]</p>	<p>* \$</p> <input data-bbox="703 1268 911 1310" type="text"/>	<div data-bbox="964 1247 1484 1793"> <div> ABC ↶ ↷ ✂ 📄 📁 🔍 🔗 🔒 🔓 🔧 </div> <div> <i>I</i> <u>U</u> abc ☰ ☷ 🌐 A ↶ </div> <div> Times New R... Size </div> <div></div> </div>
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Homeless students automatically qualify for Title I-A services, whether or not they attend a Title I-A school or meet the academic standards required of other students for eligibility. In addition, all districts receiving Title I-A funds **must** reserve funds to support the enrollment, attendance, and

success of homeless students, which may include providing educationally-related support services to children in shelters and other locations where they may live.

The amount of Title I-A funds reserved for homeless children and youth **may** be determined based on a needs assessment of homeless children and youths in the district, taking into consideration the number and needs of homeless children and youths in the district, and **must** be based on the total allocation received by the district and reserved prior to any allowable expenditure or transfers by the district to the CAP (Consolidated Admin Pool).

Reserved funds may provide support services needed to succeed in school to homeless students attending both Title I-A and non-Title I-A schools that are not ordinarily provided to other Title I-A students. Such support services may include, but are not limited to, funding a local homeless liaison, providing transportation to the school of origin, paying fees associated with obtaining records, paying fees associated with Career and Technical Education, dual-credit, or college applications and testing, providing school or hygiene supplies, or the purchase of uniforms, coats, or other clothing needed to enable homeless children and youth to attend school. Describe the services to be provided on the Title I-A Program Details page. **For more specific guidance, contact the district's DEED Program Manager.**

Local Neglected or Delinquent

<p>Local Neglected or Delinquent</p> <p>Required, as needed, to serve students in local institutions or community day schools programs for neglected or delinquent children. (Not for students in state agency institutions or services provided in public schools.) [Section 1113(b)(3)]</p>	<p>\$</p> <input data-bbox="669 898 873 940" type="text"/>	<div data-bbox="932 865 1451 919"> ABC ↶ ↷ ✂ 📄 📁 📁 📁 B </div> <div data-bbox="932 928 1370 982"> <i>I</i> <u>U</u> abc ☰ ☷ 🌐 A ↶ </div> <div data-bbox="932 991 1208 1024"> Arial,Tahoma,... Size </div> <div data-bbox="932 1033 1451 1360"></div>
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A district shall reserve funds as are necessary under Title I-A to provide services comparable to those provided to children in schools funded under Title I-A to:

- children in local institutions for delinquent children; and
- if appropriate, children in local institutions for delinquent children, and neglected and delinquent children in community-day school programs.

The amount of Title I-A funds reserved **must** be based on the total allocation received by the district and reserved prior to any allowable expenditure or transfers by the district.

Note: These would be services provided to students in the local institutions (not state agency youth facilities) or community-day school programs, not those provided while students are enrolled in a Title I-A school.

Optional District Set-Asides

Other authorized programs and services provided by the district that are not provided as part of the Title I-A school programs through school allocations. **Note:** Any funds spent by the district must serve only Title I-A students and teachers in Title I-A schools. Listed below are some examples of other possible set-asides:

Administration

There is no maximum allowable percentage set by statute for administration, but all costs need to meet the “reasonable and necessary” requirements of the Uniform Grant Guidance 2 CFR Part 200.404. It is optional to use funds for administrative costs. Include the amount of direct administrative costs for Title I-A. If the district is using the Consolidated Administration Pool (CAP), enter the amount here that has been transferred from the Title I-A allocation to the CAP.

Parent and Family Engagement (Districts with Title I-A Allocation \$500,000 or less)

Funds reserved for Parent and Family Engagement by a district shall be used to carry out activities and strategies consistent with the district’s parent and family engagement policy.

Transportation for Students in Foster Care

To pay for additional costs incurred in providing transportation to maintain children in foster care in their schools of origin. This is available to children in foster care attending both Title I-A and non-Title I-A schools. **For more specific guidance on this, contact the district’s DEED Program Manager.**

Pre-School

To provide early childhood education programs for eligible children.

- There are several ways in which preschool children may be served under Title I-A, including:
 - A participating school may use part of its Title I-A funds to operate a preschool program.
 - A district may reserve an amount from the district’s total allocation to operate a Title I-A preschool program for eligible children in the district as a whole or for a portion of the district.
 - A district may reserve an amount from the district’s total allocation and distribute these funds to schools that wish to operate a Title I-A preschool program.

Summer School and Professional Development

To provide summer school programs for Title I-A children, and additional professional development in Title I-A schools.

District Indirect (if not already factored into the amounts on this page)

This amount should include the total Title I-A district indirect amount if it is not already factored into the amounts on the set-asides page. By adding the district indirect amount, the Title I-A PPA page vs. the budgeted amounts will be more aligned. Do not include any school indirect amounts here.

Other

Specify other set-asides. **Note:** Any funds spent by the district must serve only Title I-A students and teachers in Title I-A schools.

Before/After School Program

To provide before/after school programs in all Title I-A Schools.

Financial Incentives and Rewards

(5% or less of allocation) To provide financial incentives and rewards to teachers who serve in Title I-A schools identified as priority or focus for the purpose of attracting and retaining qualified and effective teachers. **Note:** Financial incentives and rewards set aside will be for schools identified for comprehensive support and improvement activities or targeted support and improvement strategies starting FY19.

Capital Expenses

To provide services to private school students. "Capital expenses" are defined as non-instructional goods and services needed to provide equitable services to private school children. These may include such things as the purchase or lease of real or personal property, including mobile or portable educational units; the leasing of neutral sites; transportation; insurance and maintenance costs; and the cost of a non-instructional computer technician. (Computer-aided instruction is considered an instructional cost so the purchase of computers and software is not considered a capital expense.)

Total District Set Asides

This line automatically calculates the total for district set-asides.

Allocation Amounts

Allocation Amounts	
Title I-A current year allocation (not funds transferred in, not REAP-Flex funds)	\$ 12,548,438.00
Funds Transferred to the Title I allocation (not REAP-Flex Funds)	\$ 8,000.00
Funds REAPed into Title I-A to be available for school allocations	\$ 0.00
Carryover funds to be available for school allocations	\$ 6,000.00
Total allocation amount for schools	\$ 12,562,438.00

Title I-A Current Year Allocation

Title I-A original allocation, not funds transferred or REAP-Flex funds. This field is auto-populated.

Funds Transferred to the Title I-A Allocation

Funds transferred (not REAPed) into the Title I-A allocation. This field is auto-populated.

Funds REAPed into Title I-A to be available for school allocations

Funds REAPed (not transferred) into the Title I-A allocation. This field is auto-populated.

Carryover funds to be available for school allocations

Title I-A carryover funds from previous fiscal year. This field is auto-populated. Options for use of carryover funds include:

- Add carryover funds to the subsequent year's allocation and distribute them to participating areas and schools in accordance with allocation procedures that ensure equitable participation of private school children.

- Designate carryover funds for particular activities that could best benefit from additional funding such as parent and family engagement activities or programs in schools with the highest concentrations of poverty.

Note: A district may carryover a maximum of 15% of its Title I-A allocation from one federal fiscal year to the next (as of September 30). A district may request a waiver from the state to carryover more than 15% once every three years. To request a waiver, the district must submit a letter of request to the Title I-A Administrator with an explanation of the circumstances that caused the district to have more than 15% carryover.

The Total Allocation Amount

This is the sum of the current year allocation plus any funds transferred in, carried forward, or REAPed in.

School Allocations

School Allocations	
Total allocation amount for schools	\$ 670,369.00
Subtract total set-asides	\$ 123,359.60
Total available for school allocations	\$ 547,009.40

The Total Available for School Allocations

The total available for public school allocations is automatically calculated after subtracting the set-asides from the Title I-A allocation amount. It represents the amount available for allocation to schools.

Title I-A Public School Allocation – Per Pupil Amount (PPA) List Page

GMS will automatically apply either the normal 100% Per Pupil Amount (PPA) calculation or the 125% PPA rule as described below. The top of the screen will show either **PPA for 100% Factor** or **PPA for 125% Factor** to indicate which is being used.

- 125% Rule PPA:** The 125% Rule is required if the district has more than 1000 students and is serving any school with less than 35% poverty. If any schools are served that have less than 35% poverty, **then all schools served must be funded with a PPA of at least the 125% per pupil amount.** The minimum PPA is shown at the top right of the screen. The PPA for the 125% rule is calculated by using the total district Title I-A allocation for the school year, including any funds transferred to Title I-A under the transferability provisions, divided by the total number of low-income children from the whole district, multiplied by 125%.
- 100% normal PPA:** A standard per pupil amount is determined by dividing the amount of funds available to be distributed to schools (after district set-asides) by the total number of low-income students in the schools to be served with Title I-A funds in the district. Districts may use this amount or other district-determined PPA amount according to the guidelines below.

Public School Allocations - PPA

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Save And Go To ▶

Per Pupil Amount (PPA) for 100% Factor				Amount
Total available for school allocations				\$1,553,290.00
Divide by total number of low-income students in Title I-A served schools (Public)				4,155
100% Factor				1.00
Average PPA (The amount listed here should be used to populate column D (below) if the district is not using a district-determined variable amount)				\$373.84

Name of School/Attendance Area	Low Income Students		Actual Allocation	
	% of Low-Income Students in Attendance Area	# of Low-Income Public Students	PPA - Per Pupil Funding Amount	Total
A	B	C	D	E C x D
	99.90 %	999	373.84	\$373,466.16
	89.00 %	890	373.84	\$332,717.60
	76.60 %	766	373.84	\$286,361.44
	60.00 %	600	373.84	\$224,304.00
	50.00 %	500	373.84	\$186,920.00
	40.00 %	400	373.82	\$149,528.00
Total Low Income:		4155	Total Allocations:	\$1,553,297.20
			Remaining:	(\$7.20)

Name of School/Attendance Area (Column A)

The schools that were designated as “SW-Exist” or “SW-New” or “TA” on the Building Eligibility page will automatically appear on this page for the purpose of allocating funds to these schools that have been selected to be Title I-A schools.

Low-Income Students

% of Low-Income Students in Attendance Area (Column B)

The percentage of low-income students in attendance area is brought forward from the Building Eligibility page.

of Low-Income Public Students (Column C)

The number of low-income public students in attendance area is brought forward from the Building Eligibility page.

Actual Allocation

PPA - Per Pupil Funding Amount (Column D)

Choose the Per Pupil Amount (PPA) to be used for each school's allocation and enter it in the PPA column. The guidelines below describe how to determine the appropriate PPA to use for each school.

- **Uniform PPA amount:** Each school's allocation is determined by multiplying the same per pupil amount by the number of low-income students in the school. Each school's reserve for the private school students to be served from that attendance area is determined by multiplying the same per pupil amount by the number of low-income private school students from that attendance area. If using the 125% rule, the minimum amount for each school is the 125% PPA.
- **District-determined variable PPA amount:** Districts serving only eligible schools at or above 35% poverty rate have flexibility when determining the per pupil amount for each school. Use the normal PPA amount as a guide, but the district may use different PPA amounts for **schools as long as a lower-poverty school does not have a higher per pupil amount than a higher-poverty school**. Schools may be grouped together by grade span and/or by poverty span. **Note: All schools with 75% poverty or above must be served regardless of grade span.** Districts required to use the 125% rule may use different PPA amounts for different schools as long as all of the PPA amounts are greater than or equal to the 125% PPA amount. Districts with less than 1000 students, or with one school per grade span, may choose any schools to be served with a PPA that focuses services on the students most in need and are not required to use the 125% rule.

Total (Column C x Column D = Column E)

GMS will automatically calculate the public school portion of the allocation (Public Amount), based on the low-income counts and PPA.

The total allocations for public schools is displayed at the bottom of the screen. Notice that the final row is titled "Remaining" and represents the difference between the total school allocations and the total funds available to schools from the Set Asides section. This difference should be as close to zero as possible and may be adjusted by changing the per pupil amounts to minimize the difference. It may not be possible to reduce the difference to zero, especially due to rounding.

Note: it is important to verify that the Per Pupil Amount (PPA) for each school's allocation is closely aligned to the Title I-A Budget. If the district has entered an amount in the "Funds Transferred to the Title I-A Allocation" or "Funds REAPed into Title I-A" lines of the Set Asides page **and the funds Transferred or REAPed are not being used as a districtwide set-aside**, the Per Pupil Amount page must be updated to ensure the final row titled "Remaining" shows a difference as close to zero as possible. A validation error will occur if the remaining is not within \$10.

Title I-A Budget Purpose Codes

When creating the Title I-A budget, the district may choose to organize the budget into several “sub-budgets” by using purpose codes. The only purpose code required is the Parent Engagement purpose code for districts that have a Title I-A allocation greater than \$500,000.

Note: If a district chooses to use purpose codes in their budget, then the reimbursements will be required to be submitted by each purpose code used. The district will need to track expenses by purpose code in order to submit reimbursements requests.

When adding a budget item in Title I-A, select the appropriate purpose code. The “Basic Grant” purpose code is used for all Title I-A expenses that are not budgeted in one of the other special purpose codes.

- **Basic Grant** – Use for all Title I-A expenses not included in one of the other purpose codes.
- **Homeless** – (Required) Must be used to create a separate budget for the required funds set-aside to serve homeless students.
- **Neglected and Delinquent** (Optional) – May be used to create a separate budget for funds set-aside to provide services to students in local institutions or community day programs for neglected or delinquent children. These funds may also be budgeted as part of the Basic Grant purpose code.
- **Parent Engagement** – Required for districts with Title I-A allocation greater than \$500,000.
- **Private Schools** – Required for all private school expenses. Use to create a separate budget for the private school equitable share services.
- **Pre-School** (Optional) – May be used to create a separate budget for funds set-aside to provide pre-school programs that are not part of the schools’ Title I-A allocations.
- **Professional Development** (Optional) – May be used for district-funded professional development for teachers in Title I-A schools that is not part of the schools’ Title I-A allocations.
- **Summer School** (Optional) – May be used to create a separate budget for funds set-aside to provide summer school programs that are not part of the schools’ Title I-A allocations. These funds may also be budgeted as part of the Basic Grant purpose code.

All expenses budgeted, even if using a purpose code, should also be reflected on the Title I-A Program Details page or the Title I-A Set Asides page.

The Title I-A Budget Overview page displays budgeted categories by purpose codes.

Show Unbudgeted Categories				
Purpose Code		Basic Grant	Parent Engagement	Total
Account Code				
310 - Certificated Salaries		10,000.00	4,500.00	14,500.00
320 - Non-Certificated Salaries		9,875.00	0.00	9,875.00
360 - Employee Benefits		6,471.76	3,095.58	9,567.34
410 - Professional & Technical		16,877.02	0.00	16,877.02
450 - Supplies/Materials/Media		38,621.28	0.00	38,621.28
495 - Indirect		8,004.44	742.84	8,747.28
Total		89,849.50	8,338.42	98,187.92
Adjusted Allocation				98,187.92
Remaining				0.00

Title I-A Budget Tags and Filtering

Title I-A Location Codes

Title I-A does not have budget tags, but each budget item will need to have a Location Code. Assigning Location Codes is similar to the budget tagging process. The list of Location Codes includes each school in the district (public and private schools) as well as the district name. The district Location Code should be used for any district-level expense such as set-asides. GMS will automatically calculate the total budgeted amount for each school (including indirect) and verify the total budgeted for each school against the amount indicated on the [Title I-A PPA page](#). A warning will appear on the Validation Messages area that provides the difference from the budgeted amount versus the allocation each school should be receiving per the Title I-A PPA page (# of low income students x per pupil funding amount). Refer to picture below.

Validation Messages		
- FY 2021 - ESEA Consolidated - Rev 0		
Return To Sections Page		
Title I-A		
	Budget	
Review	budgeted amount is \$90,612.71. It must be \$254,075.13 in accordance with the PPA-based allocation on the Public School Allocations - PPA page.	Warning
Review	budgeted amount is \$205,911.66. It must be \$240,037.83 in accordance with the PPA-based allocation on the Public School Allocations - PPA page.	Warning
Review	budgeted amount is \$252,009.86. It must be \$171,253.84 in accordance with the PPA-based allocation on the Public School Allocations - PPA page.	Warning

Title I-A Program Details Page

Section A: Title I-A Targeted Assistance Programs (as applicable)

- A.1. For all schools served with a Targeted Assistance program (marked "TA" on the Building Eligibility page), describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program, will identify the eligible children most in need of services. The academic criteria used to select students to receive Title I-A services should include multiple sources such as student performance on local assessments and the annual state summative assessment in English Language Arts and Math for students in grades 3-HS. [Section 1112(b)(9)]
- A.2. Provide a general description of the targeted services to students in all schools marked as targeted assistance. Include information on the type and time of service provided, such as in-class support, pull-out interventions, before or after school programs, summer programs, and professional development for educators. Include the number and type of staff funded by Title I-A at each school, as applicable. [Section 1112(b)(5)]
- A.3. Describe the process for annually reviewing and evaluating the effectiveness of the services provided by Title I-A in Targeted Assistance programs and revising those services based on the evaluation. [Section 1115(b)(3)]

Section B: Title I-A Schoolwide Programs (as applicable)

- B.1.** Provide a general description of how the Schoolwide programs will ensure that all low-achieving students in all subgroups, including economically disadvantaged students, racial/ethnic subgroups, English learners, students with disabilities, migratory children, and homeless students are receiving assistance to increase their level of achievement. [Section 1114(b)(7)(A)]
- B.2.** Provide a general description of the use of Title I-A funds at each schoolwide school. Include the number and type of staff funded directly by Title I-A at each school. [Section 1112(b)(5)]
- B.3.** For all schools served with an existing schoolwide plan (marked SW-Exist on the school Building Eligibility page), describe the process for annually reviewing and evaluating the effectiveness of the schoolwide plans and revising the needs assessment and schoolwide plans as necessary based on the results of the evaluation. [Section 1114(b)(3)]
- B.4.** For all schools served with a new schoolwide plan (marked SW-New on the school Building Eligibility page), describe the process used to complete the needs assessment for the school and to create the schoolwide plan based on the needs assessment. [Section 1114(b)]

Section C: Other Uses of Funds (as applicable)

Describe any other information on how the district proposes to use funds to meet the purposes of this part, and that the district determines appropriate to provide.

- C.1.** Describe how the district proposes to use funds to assist schools in identifying and serving gifted and talented students. [Section 1112(b)(D)(13)(A)]
- C.2.** Describe how the district proposes to use funds to assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement. [Section 1112(b)(D)(13)(B)]
- C.3.** Describe any other information on how the district proposes to use funds to meet the purposes of this part. [Section 1112(b)(D)(13)]

Related Documents

- Districts that are required to submit a Title I-A Supplement, not Supplant Methodology must upload to the Title I-A Related Documents.
- Alaska regulation 4 AAC 34.055, districts that have 8 or more identified EL students in any school must file a Plan of Service for EL Students. Upload the current EL Plan of Service, if applicable. Remember to review the EL Plan of Service regularly to ensure that it is up to date with current guidance (i.e., Exit Criteria, Monitoring Former ELs).
- Districts requesting to operate a schoolwide program without meeting the 40 percent poverty threshold must upload a Title I-A Schoolwide Plan Waiver to the Title I-A Related Documents. DEED has discretion to grant such waiver if it has been determined that a schoolwide program will best serve the needs of students in the school who are failing, or at risk of failing, to meet the challenging State academic standards.

Title I-C Education of Migratory Children

Title I-C Private School Allocations

After conducting appropriate and meaningful consultation with private schools in the district, complete this page. A description of the consultation process will be documented on the Private School Consultation page under the Application Development section of the application. See [Appendix B](#) for more information on consultation and proportionate share for serving private school students under Title I-C.


Private School Allocations

FY 2022 - ESEA Consolidated - Rev 0 - Title I-C


Save And Go To ▶

☐ District does not have any private schools. - This checkbox automatically populates from the response on the Private Schools Consultation page in the Application Development section.

Non-Participating Private Schools

Non-Participating Private School	Status
 Select...	Select...
Add Row	

Participating Private Schools

Participating Private School	# of Migrant Children Participating	Title I-C Allocation
 Select...		\$
Add Row		
Total I-C Private School Allocation		\$ 0.00

If the district does not have any private schools, verify the checkbox indicating the district does not have any private schools has been checked on the Private Schools Consultation page and move on to next page.

Private School Allocations

FY 2022 - ESEA Consolidated - Rev 0 - Title I-C

Save And Go To ▶

☒ District does not have any private schools. - This checkbox automatically populates from the response on the Private Schools Consultation page in the Application Development section.

Non-Participating Private Schools

Use this section to list each private school in the district that indicated that they do not wish to participate in the Title I-C Program.

For each non-participating private school, indicate their status. The options are:

- “Contacted – Not Participating”
- “Contacted – Refused Consultation”

Participating Private Schools

Use this section to list each private school in the district that indicated that they wish to participate in the Title I-C Program.

For each participating private school, provide the number of migratory children in the private schools that will be participating and the Title I-C Allocation for the private school.

Equitable Services

1. Provide a description of how the funding amount was determined to ensure equitable services to migratory children in participating private schools.
2. Provide a description of how migratory children attending private school are selected to be served through Title I-C funds.

Title I-C Budget Purpose Codes

There are three purpose codes for migrant education – **Migrant Regular**, **Migrant Summer**, and **Private Schools**.

- **Migrant Summer:** (Optional) – May be used to create a separate budget for funds set-aside to provide summer services to migratory children. These funds may also be budgeted as part of the Migrant Regular purpose code.
- **Private Schools:** Use the Private Schools purpose code for expenses for participating private schools as indicated on the [Title I-C Private School Allocations](#) page.
- **Migrant Regular:** All other expenses must be entered in the Migrant Regular purpose code, including all expenses for identification and recruitment. Title I-C Budget Tags

Tags Overview

Tagging budget items in the Title I-C budget is only mandatory for districts that consolidated their Title I-C funds into their Title I-A Schoolwide Program. Tags are to be used to indicate if the item budgeted is targeting migratory children or is being consolidated into the Title I-A Schoolwide Program. There are no validation errors in place around the available tags in the Title I-C budget.

Available Tags

Consolidating Schools (if applicable)

- Consolidated into a I-A SW Program: Select if the expense is being consolidated into their Title I-A Schoolwide Program. Only for eligible schools that are consolidating funds.
- Targeting migratory children: Select if the expense is not being consolidated into their Title I-A Schoolwide Program and is instead targeting migratory children. Only for eligible schools that are consolidating funds.

Location Codes

The use of location codes is only mandatory for expenses going to schools that are consolidating their Title I-C funds into their Title I-A Schoolwide Program. For expenses going to each eligible site that is consolidating their Title I-C funds, select the appropriate location code. Then, select the tag indicating if the expense is targeting migratory children or is being consolidated into their Title I-A Schoolwide Program. Use the district location code for districtwide expenses, such as identification and recruitment, or expenses for schools not consolidating their Title I-C funds.

Title I-C Program Details

The purposes of Title I-C are as follows:

1. To assist states in supporting high-quality and comprehensive educational programs and services during the school year and, as applicable, during summer or intersession periods, that address the unique educational needs of migratory children.
2. To ensure that migratory children who move among the states are not penalized in any manner by disparities among the states in curriculum, graduation requirements, and challenging state academic standards.
3. To ensure that migratory children receive full and appropriate opportunities to meet the same challenging state academic standards that all children are expected to meet.
4. To help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to succeed in school.
5. To help migratory children benefit from state and local systemic reforms. [Section 1301]

Section A: Needs Assessment

Title I-C requires districts to complete a needs assessment to identify both the unique educational needs of the migratory children, including preschool migratory children and migratory children youth have dropped out of school, resulting from their migratory lifestyle and those other needs that are necessary to permit these children to participate effectively in school. Parents and staff should be involved in the needs assessment for migratory children and youth. The needs assessment process could appear in the district's migrant service delivery plan, or as part of an extension of the district's migrant identification and recruitment plan.

- A.1. **Process for Identifying Needs:** Describe the district's process for identifying needs of migratory children and youth, including preschool migratory children and migratory children who have dropped out of school. Include the timeframe/date of the most current needs assessment surveys administered for parents and staff and describe any other data sources used to determine the needs of migratory children. This should describe the district's process for surveying staff and parents. Who reviews this data? When? What other data sources are consulted? The Office of Migrant Education recommends demographic and assessment data disaggregated by migrant and non-migrant, priority for services and grade level be reviewed.
- A.2. **Identified Needs:** What needs were identified in the needs assessment? Include both the academic needs and the unique needs of the migratory children and youth related to their migratory lifestyle and any other needs that are necessary to permit them to participate effectively in school. What were the results of the needs assessment? Include both academic and non-academic. **Note:** A "need" refers to the gap or discrepancy between a present state (what is) and a desired state (what should be). The need is neither the present nor the future state; it is the gap between them. Below is an example.

Desired State: What Should Be	Current State: What Is	Need: Gap
100% of third grade migrant students use phonics knowledge and word parts to figure out how to pronounce words they do not recognize.	30% of third grade migrant students use phonics knowledge and word parts to figure out how to pronounce words they do not recognize.	70% of third grade migrant children must learn to use phonics knowledge and word parts to figure out how to pronounce words they do not recognize.

- A.3. **Coordination of Services:** Describe how the district will address the unique needs of migratory children and youth, including preschool migratory children and migratory children who have dropped out of school, through a full range of services (not funded through Title I-C) that are available to migratory children from appropriate local, state, and Federal educational programs.

Section B: Type of Program

Indicate which type of migrant program is to be funded with Title I-C. Check all that apply. “Extended time (summer school)” may be any program operating after the last day of the regular school year and the first day of the next school year, regardless of whether or not it crosses the fiscal year.

Section C: Migrant Strategies

The Alaska Migrant Education Program identifies strategies to serve migratory children and youth, including preschool migratory children and migratory children who have dropped out. These strategies are grouped into four goal areas. The four goal areas, as identified in the most current Comprehensive Needs Assessment, are: academic support, high school graduation, school readiness, and support services.

School districts should use the checklist to indicate what strategies the district will select as the focus of their migrant program. Specific activities will be described in greater detail below and on the Title I-C program budget and narrative.

The state’s Comprehensive Needs Assessment (CNA, revised in December 2018) and Service Delivery Plan (SDP, revised in February 2019) guide the implementation of migrant programs for the districts in Alaska. The SDP includes Measurable Program Outcomes (MPOs), statewide service delivery strategies, and evaluation plans for the state migrant education program, and for districts within the state. A complete list of the MPOs and the service delivery strategies is found in [Appendix D](#) of this handbook. These CNA and SDP documents may be found on [DEED’s Title I-C webpage](http://education.alaska.gov/ESEA/TitleI-C/) (education.alaska.gov/ESEA/TitleI-C/).

Section D: Use of Funds

- D.1. **Administration:** Enter a description of the administrative activities and staff supported directly by Title I-C funds (not through Title I-C funds transferred to the Consolidated Administrative Pool) in the box provided. Include the number, name(s), and title(s) of any staff serving in this capacity.

Note: Administrative funds do not include funds for identification and recruitment.

- D.2. **Identification and recruitment:** Enter a description of the identification, recruitment and record keeping activities. These are required functions and a sufficient amount must be budgeted to find and identify all eligible migratory children in the district. If other funds are used for this purpose, explain how these services are funded. Include the number, name(s) and title(s) of any staff serving in this capacity.

- D.3. **Parent and family engagement:** Describe the parent and family engagement activities being funded by Title I, Part C. This could include but is not limited to: parent conferences; family resource centers; reporting to parents on children's progress; hiring, training, and use of parent and family engagement liaison workers; training personnel on parent and family engagement; providing timely information on the MEP and responses to parent and family recommendations; and soliciting parents' suggestions in the planning, development, and operation of the local Migrant Education Program.

- D.4. **Regular school year activities:** Describe the activities funded from Title I-C to provide support to migratory children and youth, including preschool migratory children and migratory children who have dropped out of school, during the regular school year, either during the regular school day, or

during extended times like before/after school and weekends. For any staff positions funded through Title I-C funds during the regular school year, provide the number of people, name(s), title of position, and school or district location.

- D.5. **Preschool:** Describe any activities funded from Title I-C to provide support to migratory preschool children. This is including, but not limited to, operating a migrant preschool. For any staff funded through Title I-C funds for preschool, provide the number of people, name(s), title of position, and school or district location.
- D.6. **Summer:** Describe any program activities funded from Title I-C to provide support to migratory children and youth, including preschool migratory children and migratory children who have dropped out of school, during the summer. Summer programs may operate any time after the last day of the regular school year through the beginning of the next school year regardless of whether or not they cross the fiscal year. Include the dates planned for any summer activities or services along with the number of people, name(s), title of position, and school or district location.
- D.7. **Other activities:** Describe all other program activities funded with Title I-C funds. This includes the activities related to the strategies checked above, and will include district level activities such as professional development as well as school level activities. For any staff positions funded, provide the number of people, name(s), title of position, and school or district location.

Section E: Selecting Migrant Children and Youth for Services

This section should detail the district's process for selecting migratory children and youth, including preschool migratory children and migratory children who have dropped out of school, to serve with Title I-C funds. These policies could appear in the district's migrant service delivery plan, or as part of an extension of the district's migrant identification and recruitment plan. An overarching policy should be in place for multiple scenarios that include all the types of the schools in the district in which migratory children are or may be enrolled. Complete all sections below that apply.

- E.1. **Non-Title I-A school:** Migratory children and youth in non-Title I-A schools are eligible for services through Title I-C. Districts must ensure that migratory children and youth designated as priority for service (PFS) receive services out of Title I-C before using funds to provide services to other migratory children and youth. Describe the district's policy for selecting migratory children and youth to receive services at non-Title I-A schools.
- E.2. **Title I-A Targeted Assistance Program:** In a targeted assistance Title I-A school, migratory children and youth that meet the academic criteria for Title I-A services are eligible for those services on the same basis as non-migratory children and youth. Describe how the district *determined additional supplemental services to be provided to migratory children and youth through Title I-C funding that is over and above the services provided through Title I-A and the criteria used to select migratory children and youth for those services*. Include academic and non-academic services. Not applicable if district does not have Title I-A targeted assistance schools.

Since all migratory children and youth in Title I schools are eligible for and must receive services under the same criteria as those eligible for Title I-A, the criteria for receiving migrant services should be broader. For example, if all students far below proficient on the statewide summative assessment are eligible for Title I-A services, then migratory children who are below proficient but not far below proficient could be eligible for services funded out of Title I-C. If Title I-A funds are used to provide services in reading, Title I-C funds could be used to provide services in math to migratory children. If Title I-A funds are only sufficient to serve a certain number of students, then additional migratory children may be served by Title I-C funds that would not have otherwise been able to receive services

under Title I-A. Criteria may also include qualification for other support services to address the unique needs related to their migratory lifestyle. [Section 1112(c)(1)]

- E.3. **Title I-A Schoolwide Program (Title I-C funds not consolidated):** In a Title I-A school operating a Schoolwide program, all children are considered to be receiving Title I-A services. Migratory children and youth in a Title I-A school operating a Schoolwide program (SW) must be provided supplemental services through Title I-C funding in addition to the educational program offered through the Schoolwide program unless each Schoolwide school has met the criteria and been approved to consolidate Title I-C migrant funding in a Schoolwide program. Describe the criteria used in this type of school to determine what services migratory children and youth (especially PFS students) *will receive that are available only to migratory children and are beyond those that they will receive as part of the Title I-A Schoolwide program.* Include academic and non-academic services.
- E.4. **Title I-A schoolwide program (Title I-C funds consolidated):** (See [Appendix D](#) for further guidance of the consolidation of Title I-C funds into a Schoolwide program.)

Section 1114(a) of the ESEA federal statute allows a district to consolidate and use funds under Title I-A, together with other federal, state and local funds, in order to upgrade the entire education program of a school. Funds may be consolidated (or combined) in practice into one account code for the school, or conceptually by indicating that a certain amount of funds from each funding source are being used to support the schoolwide education program. Section 1306(b)(4) of the federal statute requires schools to first use the Title I-C funds, in consultation with parents of migratory children, to meet the unique educational needs of migratory children before they may combine Migrant funds in a Title I-A Schoolwide (SW) Program. The Alaska Comprehensive Needs Assessment as identifies three needs in priority areas that must be met in a schoolwide school before migrant funds may be consolidated with other funds to support the Schoolwide program. Those needs are: migratory children are achieving at the same rate as non-migratory children in ELA and in math and that migratory children are meeting the state's graduation rate target. In addition to demonstrating that these needs have been met, each schoolwide school that plans to consolidate migrant funds to support the schoolwide plan must provide documentation to the state of the meeting/consultation with parents of migratory children on the use of the migrant funds and the decision to consolidate these funds.

- a. In order to consolidate migrant funds in a Title I-A Schoolwide Program, the district must demonstrate that the needs of the migratory children and youth have been met and the parents have been given input on the use of the funds for each eligible schoolwide school. Check this box if the district is applying to consolidate Title I-C funds in one or more Title I-A Schoolwide Program. Upload a related document, "**Application to Consolidate Funds in a Title I-A Schoolwide Program – [School Name]**" for each Title I-A Schoolwide school in which migrant funds will be consolidated. The document should include the application itself and the required attachments documenting the parent consultation and the page from the schoolwide plan showing the amount of all funds consolidated in the Schoolwide Program, including the Title I-C funds. A separate document may be uploaded for each school, or they may be grouped into one or more documents. A maximum of 20 related documents may be uploaded. Be sure to include a title that identifies the school(s) in each document.
- b. In a schoolwide Title I-A school in which migrant funds are consolidated, all children are supported with Title I-A and I-C funds. Describe the criteria used in this type of school to determine what additional academic or non-academic services migratory children will receive *that are beyond those that they will receive as part of the schoolwide Title I-A program.* Required for districts that consolidate.

Section F: Evaluation

- F.1. **Evaluation:** Describe the district's process for annually reviewing and evaluating the effectiveness of the use of Title I-C funds in ensuring that migratory children and youth have support to effectively participate in school and in increasing the achievement and graduation rates of migratory children. Include all activities described in D.3-D.6 above in the review and evaluation. Describe how the district will revise the activities to be provided as necessary based on the results of the evaluation. A specific evaluation process is required. Some questions that the district's evaluation might address are as follows. What data will be collected and analyzed? Who is part of the process? When does it occur? How does the district know that the migrant program is effective? An evaluation policy that measures both the implementation of the project and children and youth performance against the measurable program outcomes (MPOs) and the state's measurable program outcomes is required. See the Evaluation Plan section on page 27 of the state [Service Delivery Plan](http://education.alaska.gov/ESEA/TitleI-C/docs/migrant_service_delivery_plan.pdf) (education.alaska.gov/ESEA/TitleI-C/docs/migrant_service_delivery_plan.pdf) for the types of data that will be used or collected by the state for the statewide evaluation of the migrant program.

Section G: Private School Participation

- G.1. If the applicant is providing services migratory children in private schools, provide a description of any services to be provided to migratory children in private schools through Title I-C funds. Only private schools with identified migratory children would be eligible to have those students receives services under Title I-C.

Related Documents

For **each** eligible school applying to consolidate their Title I-C funds into their Title I-A Schoolwide program the following documents must be uploaded to the Title I-C Related Documents:

1. the application to Consolidate Title I-C funds;
2. the agenda for the parent meeting during which consolidation of funds was presented and discussed;
3. the sign-in sheet from the meeting;
4. the meeting notes indicating that a majority of those present approved the consolidation of funds; and
5. a copy of the page from the current Schoolwide Plan showing the amount of Title I-C funds and other funds that are allocated to the school for Schoolwide Program purposes.

Title I-D, Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

Title I-D Budget Purpose Codes

There are two purpose codes for Title I, Part D – **Youth Facility** and **Adult Facility**. Use the Youth Facility purpose code for planning expenses for youth facilities within the district. Likewise, use the Adult Facility purpose code for planning expenses for adult facilities within the district. **Note:** Currently, there are no Title I-D, Subpart 1 Adult Facilities in Alaska.

Title I-D Budget Tags

Title I-D has one budget tag – Transitional Activities. Transitional activities are the programs and projects funded that concentrate on providing participants with the knowledge and skills needed to make a successful transition to secondary school completion, career and technical training, further education, or employment. See [Section E](#) for further details and reservation requirements.

Title I-D Program Details

This page is **only** required for districts receiving Title I-D, Subpart 1 funds.

It is the purpose of this part—

1. To improve educational services for children and youth in local, tribal, and state institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging state academic standards that all children in the state are expected to meet.
2. To provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment.
3. To prevent at-risk youth from dropping out of school, and to provide dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education and the involvement of their families and communities. [Section 1401]

Section A: Type of Program

- A.1. Select the type of educational and transitional services that will be provided with these funds.

The Title I-D program requires that districts indicate whether they provide an **Institution-Wide Program** or a **Targeted Assistance Program**.

- An Institution-Wide Program provides educational and transitional services to all students in the program and upgrades the entire educational and transitional effort. In order to use funds in this manner a comprehensive plan for the program must be developed which includes a needs assessment. **Note:** Institution-wide programs are not allowable in an adult correctional facility.
- A Targeted Assistance program only provides additional services to students identified as failing, or most-at-risk of failing to meet challenging state academic standards.

Section B: Targeted Assistance Program (as applicable)

- B.1. **Education Needs Assessment:** Describe the procedures used to identify the children to be served through the Targeted Assistance program. Include assessment tools and schedule. Describe the criteria the district will use to select students for additional educational services provided by this program.

- B.2. **Transitional Needs Assessment:** Describe the procedures used to assess the transitional need of the children to be served through the Targeted Assistance program. Include assessment tools and schedule. Describe the criteria the district will use to select students for additional transitional services provided by this program.
- B.3. **Instructional Services:** Funds shall be used to provide supplemental educational services that would not otherwise be provided in the absence of federal funds to children and youth identified as failing, or most at-risk of failing. The program or project must supplement and improve the quality of educational services provided to the children identified. Funds may be used to evaluate the program or acquire equipment necessary for the successful implementation of the program. A program under this subpart that supplements the number of hours of instruction students receive from state and local sources shall be considered to comply with the supplement, not supplant requirements. [Section 1415(b)]
- B.3.a. Provide the approximate number of students to be served with Title I-D Targeted Assistance program.
- B.3.b. Provide the number of additional hours of educational instruction provided per student per week in the Title I-D Targeted Assistance program.

Section C: Institution-wide Program (as applicable)

- C.1. **Education Need Assessment:** Using existing data provide a comprehensive assessment of the transitional needs of all children and youth in the institution focusing on youth aged 20 and younger who are expected to complete incarceration within a 2-year period. [Section 1416(1)(2)]
- C.2. **Transitional Needs Assessment:** Using existing data provide a comprehensive assessment of the educational needs of all children and youth in the institution focusing on youth aged 20 and younger who are expected to complete incarceration within a 2-year period. [Section 1416(1)(2)]
- C.3. **Instructional Services:** Funds are considered supplemental to the other state funds provided to the institution for the educational programs and are used to serve all children in, and upgrade the entire educational program of the institution, rather than providing only add-on services for individual targeted students. The funds may be consolidated with other state and federal funds for education programs to support comprehensive approaches that meet the educational needs of all children and youth in the institution.
- C.3.a. Provide the approximate number of students to be served in the institution's regular education program for all students.
- C.3.b. Provide the number of hours of educational instruction per week in the institution's regular educational program.

Section D: Use of Funds – Instructional Activities (funded by Title I-D)

Funds received under this subpart may be used only for programs and projects that provide neglected and delinquent children and youth with the opportunities to meet challenging State academic standards that all children in the state are expected to meet.

Indicate the planned expenditures of instructional activities to be implemented and how they will be monitored.

Describe all allowable activities and how it will be determined whether they had a positive impact on instruction and student achievement. To the extent that evidence is reasonably available, services and interventions will be evidence-based. [Section 1414(c)(20) & 1415]

Section E: Use of Funds – Transitional Services (funded by Title I-D)

The programs and projects funded must concentrate on providing participants with the knowledge and skills needed to make a successful transition to secondary school completion, career and technical training, further education, or employment. Programs must reserve not less than 15% and not more than 30% of their total Title I-D, subpart 1 funds to support transition services. See the [Document Library](#) for a list of sample transition activities.

- E.1. **Transition Activities:** For each transition service to be conducted with reserved funds, provide a description in the table.

Section F: Other us of Funds

- F.1. **Evaluation Needs:** Describe activities or materials related to program evaluation that Title I-D, Subpart 1 funds will support.
- F.2. **Equipment Needs:** Describe any equipment that will be purchased with Title I-D, Subpart 1 funds and how they will be supportive of the program goals.

Section G: Transition Coordinator

The district must designate an individual responsible for issues relating to the transition of children and youth between the state-operated correctional facility and: schools, alternative educational opportunities, or other locally operated programs. [Section 1414(c)(11)]

Section H: Collaboration Efforts

- H.1. Describe how the district's Title I-D efforts will be coordinated with other appropriate state and Federal programs (i.e. ESSA, CTE, Special Education, dropout prevention). [Section 1414(c)(8)]
- H.2. Describe how the district will coordinate with local businesses for training and mentoring of youth. [Section 1414(c)(12)(18)]
- H.3. Describe any additional services provided to youth such as career counseling, distance learning, and assistance in securing student loans and grants. [Section 1414(c)(18)]
- H.4. Describe how the district will collaborate with probation officers to assist in meeting the needs of youth returning or preparing to return to correctional facilities.
- H.5. To the extent feasible, describe how the district will track when a youth has come into contact with both the child welfare and juvenile justice systems; and how the district will deliver services and interventions designed to keep such youth in school that are evidence-based. [Section 1414(c)(20)]
- H.6. The school district has a current Memorandum of Agreement/Understanding with the local facility. Upload the memorandum is uploaded to the Title I-D Related Documents. [Section 1425(10) & 1414(c)(19)]

Section I: Professional Development

- I.1. Describe the professional development the district will offer teachers and staff to assist students under this subpart. [Section 1414(c)(10)]

Related Documents

Upload the current Memorandum of Agreement/Understanding with the local facility.

Title II-A, Supporting Effective Instruction

Private School Allocations

After conducting appropriate and meaningful consultation with private schools in the district, complete this page. A description of the consultation process will be documented on the Private School Consultation page under the Application Development section of the application. See [Appendix B](#) for more information on consultation and proportionate share for serving private school students under Title II-A.

Private School Allocations

FY 2020 - ESEA Consolidated - Rev 0 - Title II-A

Go To ▶

☐ District does not have any private schools.

Non-Participating Private Schools

Non-Participating Private School	Status
<input type="text"/>	Contacted - Refused Consultation ▼
<input type="text"/>	Contacted - Refused Consultation ▼
<input type="text"/>	Contacted - Refused Consultation ▼

Participating Private Schools

A. Number of Students		
A.1. District Public School Enrollment	4,537	
A.2. Participating Private Schools Enrollment	6	
A.3. Total Enrollment (A.1. + A.2.)	4,543	
B. Title II, Part A Allocation		
B.1. Total District Title II-A Allocation	\$ 252,867.00	
B.2. Administrative Costs (for public and private school programs)	\$	
B.3. District Allocation Minus Administrative Costs (B.1. - B.2.)	\$ 252,867.00	
C. Per Pupil Rate		
C.1. Allocation Per Pupil (B.3. ÷ A.3.)	\$ 55.66	
D. Equitable Services		
D.1. Required Private School Allocation Reservation (A.2. x C.1.)	\$ 333.96	
E. Participating Private School Allocations		
Participating Private School	Enrollment	Title II-A Allocation
<input type="text"/>	6	\$ 333.96
Totals	6	\$ 333.96

If the district does not have any private schools, verify the checkbox indicating the district does not have any private schools has been checked on the Private Schools Consultation page and move on to next page.

Private School Allocations

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Save And Go To ▶

☒ District does not have any private schools. - This checkbox automatically populates from the response on the Private Schools Consultation page in the Application Development section.

Non-Participating Private Schools

Use this section to list each private school in the district that indicated that they do not wish to participate in the Title II-A Program.

For each non-participating private school, indicate their status. The options are:

- “Contacted – Not Participating,”
- “Contacted – Refused Consultation.”

Participating Private Schools

Use this section to list each private school in the district that indicated that they wish to participate in the Title II-A Program, and to determine the proportionate share for each participating private school.

A. Number of Students

- A.1. **District Public Enrollment** –The district’s total public school enrollment will be auto-populated from the total on the Title I-A Building Eligibility page.
- A.2. **Participating Private Schools Enrollment** – Enter the total enrollment of the participating private schools.
- A.3. **Total Enrollment** – GMS will calculate this field by adding A.1. and A.2.

B. Title II, Part A Allocation

- B.1. **Total District Title II-A Allocation** – This will be auto-populated based on the district Title II-A Allocation.
- B.2. **Administrative Costs (for public and private school programs)** – The district may reserve an amount that is reasonable and necessary to administer equitable services for students and teachers in participating private schools. The district determines this amount separately from the funds needed to administer the Title II-A program in public schools. The district should discuss administrative costs for implementing equitable services during consultation with appropriate private school officials. Enter the optional district administrative costs here.
- B.3. **District Allocation Minus Administrative Costs** – GMS will calculate this field by subtracting B.1. from B.2.

C. Per Pupil Rate

- C.1. **Allocation Per Pupil** – GMS will calculate the per pupil amount by dividing B.3. by A.3.

D. Equitable Services

- D.1. **Required Private School Allocation Reservation** – GMS will calculate the required amount of funds to be reserved for participating private schools by multiplying A.2. by C.1.

E. Participating Private School Allocations

– Use this section to list each private school in the district that indicated that they wish to participate in the Title II-A Program. For each participating private school,

provide the total enrollment students attending the private school. Based on the proportionate share calculated above and the enrollment of each participating private school, GMS will calculate the allocation amount (equitable share) for each participating private school. Remember that funds are not given directly to private schools, but are used to support teachers and leaders of private schools students.

Title II-A Budget Tags and Filtering

Title II-A does not have budget tags. There is a location code drop-down. Assigning Location Codes is similar to the budget tagging process. The list of Location Codes includes each school in the district (public and private schools) as well as the district name. Location codes are optional and not a requirement for Title II-A.

Title II-A Budget Purpose Codes

When creating the Title II-A budget, the district may choose to organize the budget into two “sub-budgets” by using purpose codes. Note: If a district chooses to use purpose codes in their budget, then the reimbursements will be required to be submitted by each purpose code used, so the district will need to track expenses by purpose code in order to submit reimbursements requests.

When adding a budget item in Title II-A, select the appropriate purpose code.

- Title II-A – Use for all Title II-A expenses except for those included in the optional “Private Schools” purpose code.
- Private Schools – May be used to create a separate budgets for the private school equitable share services.

Title II-A Program Details

The purpose of Title II-A is to provide grants to:

1. Increase student achievement consistent with the challenging state academic standards.
2. Improve the quality and effectiveness of teachers, principals, and other school leaders.
3. Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools.
4. Provide low-income and minority students greater access to effective teachers, principals, and other school leaders. [Section 2001]

Section A: Standards

- A.1. Describe how the district will align Title II-A activities with Alaska’s challenging academic standards, as applicable. [Section 2102(b)(2)(A)]

List the major Title II-A activities and how they are aligned to Alaska’s challenging academic standards (e.g. Alaska’s Standards for English Language Arts and Mathematics). Note any major Title II-A activities that are not aligned.

Section B: Prioritize Schools for Services

Districts receiving Title II-A funds are to prioritize funds to district's schools that are the highest need.

- B.1. Indicate all factors used to prioritize schools for service (select all that apply) [Section 2102(b)(2)(C)]:
- Schools that are identified for Comprehensive Support and Improvement (CSI) under Title I, Part A of the ESEA;

- Schools that are implementing Targeted Support and Improvement (TSI) plans under Title I, Part A of the ESEA; and
- Schools that have the highest numbers of low-income students.

Districts with schools identified as CSI or implementing TSI plans should check these boxes and those schools should be listed in B2. For schools with the highest number of low-income students, the district may use any measure(s) to determine which of these schools should be prioritized before schools not included in this measure.

B.2. Identified Schools: List which schools will receive program(s) funded under Title II-A, and describe what measure(s) were used to prioritize them. [Section 2102(b)(2)(C)]

All districts must list the schools with the relevant factors. Then describe how they are prioritizing Title II-A funds to these schools. Examples of prioritization could include some of the following:

- allowing educators from these schools to have first access to professional development;
- assigning district staff positions funded by Title II-A to these schools before other schools;
- targeting recruitment and/or retention activities at these schools specifically; or
- providing tailored evidence-based activities that meet the school's needs.

Section C: Allowable Activities

Provide a description of the strategies for each allowable activity being funded in whole or part by Title II-A funds. [Section 2102(b)(2)(A)]

For any allowable activities that require evidence-based strategies, indicate the evidence level (Level 1: Strong; Level 2: Moderate; Level 3: Promising; and Level 4: Under Evaluation). Those allowable activities not requiring evidence-based strategies are greyed out. See the [Appendix J](#) for more information about evidence levels.

Below is a screenshot showing a portion of the Allowable Activities section. Notice that activity C.3., which requires the use of evidence-based strategies, has a dropdown menu with which the evidence level is indicated. The allowable activities go from C.1. to C.16. A validation error will be triggered if the evidence level is not indicated.

Allowable Activity [Section 2103]	Description of Strategies	Evidence Level
C.1. Recruiting and retaining effective teachers and principals, e.g. through providing scholarships, bonuses, or other financial incentives for teachers in hard to fill positions.	<input type="text"/>	
C.2. Recruitment of qualified individuals from other fields to become teachers, principals or other school leaders.	<input type="text"/>	
C.3. Reduce class size to a level that is evidence-based to improve student achievement through the recruiting and hiring of additional effective teachers.	<input type="text"/>	Select... ▼
C.4. Developing feedback mechanisms to improve school working conditions, including periodically and publicly reporting results of educator support and working conditions.	<input type="text"/>	

Activities funded by Title II-A must fall into one (or more, depending on the program or activity) of the allowable activities. If an activity falls under multiple allowable activities, the district should describe it under the first applicable allowable activity category and then just reference it under any other allowable activity.

In the strategy description, include the number of participants, the delivery format, and the duration of the activity. An optional District Coordination Plan template is available to assist districts. The template groups the allowable activities into three broad categories: (1) professional development, (2) talent management, and (3) other program activities which may be helpful in considering Title II-A funded activities. This optional District Coordination Plan template will be posted in the GMS [Document Library](#) (see [Appendix F](#) for more information). The district is free to complete any or all sections that are helpful.

For professional development activities be sure that the six key components (sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused) are addressed (see the [Appendix J](#)).

Section D: Administrative Activities – (as applicable)

- D.1. Provide a description of the administrative activities supported with Title II-A funds directly (not through Title II-A funds transferred to Consolidated Administration Pool). Include the number, name(s), and title(s) of any staff serving in this capacity.

Only describe the activities support to administrate the Title II-A program. The Title II-A activities for administrators should be describe in Section C.

Section E: Effectiveness

- E.1. Describe the process and data that the district uses for annually reviewing and evaluating the effectiveness of the use of Title II-A funds and revising the activities to be provided as necessary based on the results of the evaluation. [Section 2102(b)(2)(D)]

Describe the process and timeline that the district will use to determine the effectiveness of meeting the purposes of Title II-A. Where possible, for each of the Title II-A purposes being addressed, include the data that will be collected and used to determine effectiveness.

When choosing data, the districts should consider the Title II-A purposes:

- (1) increasing student achievement consistent with the challenging state academic standards;
- (2) improving the quality and effectiveness of teachers, principals, and other school leaders;
- (3) increasing the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
- (4) providing low-income and minority students greater access to effective teachers, principals, and other school leaders.

Section F: Private School Participation

- F.1. Provide a description of any services to be provided to participating private schools through Title II-A funds. **Note:** Private schools may only be served for allowable activities C.7. – C.16. as listed in Section C.

Related Documents

The optional District Coordination Plan can be uploaded here. If the district has a professional development plan, they are encouraged to upload it here.

Title III-A, Language Instruction for English Learners and Immigrant Students

Title III-A Private School Allocations

After conducting appropriate and meaningful consultation with private schools in the district, complete this page. A description of the consultation process will be documented on the Private School Consultation page under the Application Development section of the application. See [Appendix B](#) for more information on consultation and proportionate share for serving private school students under Title III-A.

Private School Allocations

- FY 2021 - ESEA Consolidated - Rev 0 - Title III-A

Save And Go To ▶

☐ District does not have any private schools. - This checkbox automatically populates from the response on the Private Schools Consultation page in the Application Development section.

Non-Participating Private Schools

Non-Participating Private School	Status
Select... ▼	Select... ▼
Add Row	

Participating Private Schools

Participating Private School	# of English Learners Participating	Title III-A Allocation
Select... ▼		\$
Add Row		
Total III-A Private School Allocation		\$ 0.00

If the district does not have any private schools, verify the checkbox indicating the district does not have any private schools has been checked on the Private Schools Consultation page and move on to next page.

Private School Allocations

- FY 2021 - ESEA Consolidated - Rev 0 - Title III-A

Save And Go To ▶

☒ District does not have any private schools. - This checkbox automatically populates from the response on the Private Schools Consultation page in the Application Development section.

Non-Participating Private Schools

Use this section to list each private school in the district that indicated that they do not wish to participate in the Title III-A Program.

For each non-participating private school, indicate their status. The options are:

- “Contacted – Not Participating”
- “Contacted – Refused Consultation”

Participating Private Schools

Use this section to list each private school in the district that indicated that they wish to participate in the Title III-A Program.

For each participating private school, provide the number of English learners in the private school that will be participating and the Title III-A Allocation for the private school.

Equitable Services

1. Provide a description of how the funding amount was determined to ensure equitable services to English learners in participating private schools.
2. Provide a description of how English learners attending private schools are selected to be served through Title III-A funds.

Title III-A Budget Purpose Codes

There are no separate purpose codes for Title III-A. All entries will be in one budget under the purpose code "Title III-A."

Title III-A Budget Tags

Tags Overview

Tagging budget items in the Title III-A budget is mandatory for the three required spending areas. Once all three required spending areas are addressed and tagged, a district may add additional allowable activities. If some funds are not allocated and tagged for each required spending activity, a validation error will occur. Tagging items also allows the district to 1) filter budget items by specific tags, 2) evaluate areas in which they are spending, or not spending, their Title III-A funds, and 3) align their budgets with the Title III-A program details page.

Available Tags

Required Activities

- **Effective LIEPs:** Costs to increase the English proficiency of English learners by providing effective language instruction educational programs that meet the needs of English learners and demonstrate success in increasing English language proficiency and student academic achievement.

Remember, any budget item that is assigned this tag must be included in the Title III-A Program Details Section C.1.

- **Effective professional development:** Costs to provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel, that is:
 - designed to improve the instruction and assessment of English learners;
 - designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
 - effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and

- of sufficient intensity and duration (which shall not include activities such as 1-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher, as appropriate; and

Remember, any budget item that is assigned this tag must be included in the Title III-A Program Details Section C.2.

- **Effective parent, family, and community engagement activities:** To provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for English learners, which shall include parent, family, and community engagement activities; and may include strategies that serve to coordinate and align related programs.

Remember, any budget item that is assigned this tag must be included in the Title III-A Program Details Section C.3.

Available tags are listed in [Appendix L](#).

Title III-A Program Details

The purposes of Title III-A are as follows:

1. To help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;
2. Assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging State academic standards that all children are expected to meet;
3. Assist teachers (including preschool teachers) principals and other school leaders, State educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction education programs designed to assist in teaching English learners, including immigrant children and youth;
4. To assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings; and
5. To promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners. [Section 3102]

Section A: Type of Language Instruction Programs

Indicate the language instruction educational program(s) used in the district that are designed to help your EL students acquire English language proficiency and achieve in the academic content areas. Check all that apply that most closely match the services the district is providing. If the district is using a program other than one listed below, select “other” and provide a description of the program and **include the effective approaches and methodologies for teaching EL students**.

The definitions below are from the [National Clearinghouse of English Language Acquisition website](http://www.ncela.gwu.edu/files/uploads/5/Language_Instruction_Educational_Programs.pdf) (www.ncela.gwu.edu/files/uploads/5/Language_Instruction_Educational_Programs.pdf). L1 represents

the student's home or primary language of influence. L2 represents the language the student is trying to learn, or English.

- **Sheltered English Instruction:** The goal is proficiency in English while learning content in an all-English setting. Students from various linguistic and cultural backgrounds can be in the same class. Instruction is adapted to students' proficiency in English, and is supported by visual aids and L1 support as available. Sheltered Instruction Observational Protocol (SIOP) is a fully developed prototype of Sheltered English instruction. SIOP is not in itself a complete language acquisition program and should be used in conjunction with specific language acquisition support for English Learners.
- **Structured English Immersion (SEI):** The goal is fluency in English, usually serving only English language learners in the classroom. All instruction is in English, adjusted to the proficiency level of students so subject matter is comprehensible. Teachers should have some receptive skills in the students' home language(s) and generally use sheltered instructional techniques.
- **Specially Designed Academic Instruction in English (SDAIE):** A specific prototype of Sheltered English Instruction (see above).
- **Content-based English as a Second Language (ESL) Program (or Push-in ESL):** The goal is fluency in English. Students are served in a mainstream classroom, receiving instruction in English with some native language support if needed. The ESL teacher or an instructional aide provides clarification, translation if needed, and uses ESL strategies.
- **Pull-out English as a Second Language (ESL) or English Language Development (ELD):** The goal is to develop fluency in English. ELL students leave mainstream classroom part of the day to receive ESL instruction, often focused on grammar, vocabulary, and communication skills, not academic content. There typically is no support for students' home languages.
- **Two-way Immersion Program or Two-way Bilingual Program:** The goal is to develop strong skills and proficiency in both home language (L1) and English (L2)—for this reason, may also be called dual language program. Includes students from L2 background and students with L1 background. Instruction is in both languages, typically starting with a smaller proportion of instruction in L2, and gradually moving to half of the instruction in each language. Students typically stay in the program throughout elementary school.
- **Heritage Language Program or Indigenous Language Program:** The goal is literacy in two languages. Content taught in both languages, by teachers fluent in both languages. Typically targets non-English speakers with weak literacy skills in L1. Known by the name Indigenous Language Program particularly in American Indian educational communities, the program supports endangered languages and serves students with weak or no receptive and productive skills in the language.
- **Developmental Bilingual Program (also known as Late exit transitional program, or maintenance bilingual education program):** The goal is to develop some skills and proficiency in L1 and strong skills and proficiency in L2 (English). Content taught in both languages, with teachers fluent in both languages. These programs may also be called dual language programs. Instruction at lower grades is in L1, gradually transitioning to English; students typically transition into mainstream classrooms with their English-speaking peers. The variations among programs focus on different degrees of literacy in L1, but students generally do continue to receive some degree of support in L1 after the transition to L2 classrooms.
- **Transitional Bilingual Program (also known as early exit bilingual program or early exit transitional program):** The goal is to develop English proficiency skills as soon as possible, without delaying learning of academic core content. Instruction begins in L1, but rapidly moves to English (L2). Students typically are transitioned into mainstream classrooms with their English-speaking peers as soon as possible.

Section B: Staff to Implement EL Program

Check all types of staff that implement a program of services for English learners in the district, regardless of the source of funding.

Section C: Required and Allowable Activities

Districts receiving Title III-A funds are required to:

1. provide effective language instruction programs,
2. provide effective professional development, and
3. include parents, family, and community in engagement activities that enhance or supplement LIEPs for ELs.

See [Appendix G](#) for more information on Title III-A purpose, required activities and allowable activities.

Remember, provide a description of all the activities included in the Title III-A budget. Do not describe activities that are not funded through Title III-A.

Note: Title III-A funds are supplemental to other state, local, and federal funds [Section 3115(g)].

Required Activities

- C.1. **Effective LIEPs:** Enter a description of the activities funded from Title III-A to provide effective language instruction educational programs that meet the needs of English learners and demonstrate success in increasing English language proficiency, and student academic achievement. Describe only those budget items tagged as “Effective LIEPs.”
- C.2. **Effective Professional Development:** Enter a description of the activities funded from Title III-A to provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel. Describe only those budget items tagged as “Effective Professional Development.”
- C.3. **Effective Parent, Family, and Community Engagement Activities:** Enter a description of the activities funded from Title III-A to provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for English learners, which shall include parent, family, and community engagement activities. Describe only those budget items tagged as “Effective Parent, Family, and Community Engagement.”

Allowable Activities

Provide a description of the allowable activities in items C.4. through C.12. that are *funded with Title III-A funds*. Districts might not have additional, allowable Title III-A activities to describe.

Section D: Administrative Activities (as applicable)

- D.1. Provide a description of the administrative activities supported with Title III-A funds directly (not through Title III-A funds transferred to Consolidated Administration Pool). Include the number, name(s), and title(s) of any staff serving in this capacity.

Note: Direct administrative funds are capped at 2% of a district’s *original* allocation. A validation error will be triggered if this amount is exceeded.

Section E: Effectiveness

- E.1. Describe the process the district uses for annually reviewing and evaluating the effectiveness of the use of Title III-A funds on increasing the English language development of English learners and ultimately on student achievement and revising the activities to be provided as necessary based on the results of the program evaluation. In your description, include what data is used, when evaluation/review occurs, and who is involved.

Section F: Private School Participation

- F.1. Provide a description of any services to be provided to English learners in private schools through Title III-A funds.

Related Documents

There are no related documents for Title III-A. **However, the EL Plan of Service must be uploaded as a related document under Title I-A.**

Title-IV-A, Student Support and Academic Enrichment

The purpose of Title IV-A, Student Support and Academic Enrichment Grants, is to improve students' academic achievement by increasing the capacity of states, local education agencies, schools, and local communities to:

1. Provide all students with access to a well-rounded education (P-1: Well-Rounded Educational Opportunities);
2. Improve school conditions for student learning (P-2: Safe and Healthy Students); and
3. Improve the use of technology in order to improve the academic achievement and digital literacy of all student (P-3: Effective Use of Technology). [Section 4101]

Private School Allocations

After conducting appropriate and meaningful consultation with private schools in the district, complete this page. A description of the consultation process will be documented on the Private School Consultation page under the Application Development section of the application. See [Appendix B](#) for more information on consultation and proportionate share for serving private school students under Title IV-A.

Private School Allocations		
- FY 2020 - ESEA Consolidated - Rev 2 - Title IV-A		
<div>Go To ▶</div>		
<input type="checkbox"/> District does not have any private schools.		
Non-Participating Private Schools		
Non-Participating Private School	Status	
<div></div>	<div>Contacted - Not Participating</div>	
<div></div>	<div>Contacted - Not Participating</div>	
Participating Private Schools		
A. Number of Students		
A.1. District Public School Enrollment		2,279
A.2. Participating Private Schools Enrollment		21
A.3. Total Enrollment (A.1. + A.2.)		2,300
B. Title IV, Part A Allocation		
B.1. Total District Title IV-A Allocation	\$	79,159.00
B.2. Administrative Costs (for public and private school programs)	\$	
B.3. District Allocation Minus Administrative Costs (B.1. - B.2.)	\$	79,159.00
C. Per Pupil Rate		
C.1. Allocation Per Pupil (B.3. ÷ A.3.)	\$	34.42
D. Equitable Services		
D.1. Required Private School Allocation Reservation (A.2. x C.1.)	\$	722.82
E. Participating Private School Allocations		
Participating Private School	Enrollment	Title IV-A Allocation
<div></div>	21	\$ 722.82
Totals	21	\$ 722.82

If the district does not have any private schools, verify the checkbox indicating the district does not have any private schools has been checked on the Private Schools Consultation page and move on to next page.

Private School Allocations

- FY 2021 - ESEA Consolidated - Rev 0 - Title IV-A

Save And Go To

☒ District does not have any private schools. - This checkbox automatically populates from the response on the Private Schools Consultation page in the Application Development section.

Non-Participating Private Schools

Use this section to list each private school in the district that indicated that they do not wish to participate in the Title IV-A Program.

For each non-participating private school, indicate their status. The options are:

- “Contacted – Not Participating”
- “Contacted – Refused Consultation”

Participating Private Schools

Use this section to list each private school in the district that indicated that they wish to participate in the Title IV-A Program, and to determine the proportionate share for each participating private school.

A. Number of Students

- A.1. **District Public Enrollment** – The district’s total public school enrollment will be auto-populated from the total on the Title I-A Building Eligibility page.
- A.2. **Participating Private Schools Enrollment** – Enter the total enrollment of the participating private schools.
- A.3. **Total Enrollment** – GMS will calculate this field by adding A.1. and A.2.

B. Title IV, Part A Allocation

- B.1. **Total District Title IV-A Allocation** – This will be auto-populated based on the district Title IV-A Allocation.
- B.2. **Administrative Costs (for public and private school programs)** – The district may reserve an amount that is reasonable and necessary to administer equitable services for students and teachers in participating private schools. The district determines this amount separately from the funds needed to administer the Title IV-A program in public schools. The district should discuss administrative costs for implementing equitable services during consultation with appropriate private school officials. Enter the optional district administrative costs here.
- B.3. **District Allocation Minus Administrative Costs** – GMS will calculate this field by subtracting B.1. from B.2.

C. Per Pupil Rate

- C.1. **Allocation Per Pupil** – GMS will calculate the per pupil amount by dividing B.3. by A.3.

D. Equitable Services

- D.1. **Required Private School Allocation Reservation** – GMS will calculate the required amount of funds to be reserved for participating private schools by multiplying A.2. by C.1.

- E. **Participating Private School Allocations** – Use this section to list each private school in the district that indicated that they wish to participate in the Title IV-A Program. For each participating private school, provide the total enrollment students attending the private school. Based on the proportionate share calculated above and the enrollment of each participating private school, GMS will calculate the allocation amount (equitable share) for each participating private school. Remember that funds are not given directly to private schools, but are used to provide services for private school students.

Title IV-A Consortium

Any district can join a consortium for Title IV-A. [Section 4105(a)(3)] A district forms a consortium by talking with other districts and determining if they would benefit from combining resources to meet their goals under Title IV, Part A. The consortium will select one district to be the fiscal agent that will submit the application for the consortium. If the district is planning to form a consortium, notify DEED so the funds can be transferred to the district serving as the fiscal agent. The guidelines for districts and a consortium that receive \$30,000 or more is the same. In B.2. of the program details, the district must identify the districts and the schools within each district that will receive programs funded under Title IV-A.

Title IV-A Budget Purpose Codes

- **Title IV-A** – Use for all Title IV-A expenses, other than those included in the optional “Private Schools” purpose code.
- **Private Schools** – May be used to create a separate budgets for the private school equitable shared services.

Title IV-A Budget Tags

Tags Overview

Tagging budget items in the Title IV-A budget is mandatory. If some funds are not allocated and tagged with one of the required priority areas, a validation error will occur. Each budget entry is allowed only one tag. If you have a budget item that splits the cost across multiple tags you will need to create separate entry with appropriate tag and amount. Tagging items also allows the district to 1) filter budget items by specific tags, 2) evaluate areas in which they are spending, or not spending, their Title IV-A funds, and 3) align their budgets with the Title IV-A program details page.

- **Under \$30,000:** Must have at least one priority area tagged.
- **Over \$30,000:** Must have tags in all three priority areas. Remember - At least 20% of allocation must be tagged to Priority 1 and at least 20% of allocation must be tagged to Priority 2.

Available Tags

Priority Areas

- **I: Well-Rounded Education:** Costs that promote a diverse set of learning experiences that engages students across a variety of courses, activities, and programs in subjects such as English, reading/language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, and physical education.
- **II: Safe & Healthy Students:** costs for enhancing efforts to provide students and school staff with a positive school climate and support physical and mental health. (i.e., Preventing bullying and harassment Relationship building skills; School dropout prevention; Re-entry programs and

transition services for justice-involved youth; School readiness and academic success; Child sexual abuse awareness and prevention; Reducing use of exclusionary discipline practices & promoting supportive school discipline; Suicide prevention; Drug and violence prevention; Health and safety practices in school athletic programs; School-based health and mental health services; Healthy, active lifestyle; Nutritional education; Physical activities; Trauma-informed classroom management; Preventing use of alcohol, tobacco, smokeless tobacco, electronic cigarettes; and Chronic disease management)

- **III: Effective Use of Technology:** Costs to improve the use of technology in order to improve the academic achievement and digital literacy of all students. (i.e., Provide personalized learning; Discover, adapt and share high-quality resources; Implement blended learning strategies; and Implement school-and district-wide approaches to inform instruction, support teacher collaboration, and personalize learning)

Title IV-A Program Details

This page is only required for districts receiving Title IV-A funds.

Section A: Comprehensive Needs Assessment (Districts receiving \$30,000 or more)

Title IV-A requires districts receiving \$30,000 or more must complete a comprehensive needs assessment, and to update that needs assessment at least once every 3 years.

- A.1. **Process:** Describe the district's process for identifying student needs under this Title IV-A. A comprehensive needs assessment must be conducted, and updated once every 3 years. Include descriptions of major data sources used to determine student needs in the three priority categories of Title IV-A [Section 4106(d)]:
- access to, and opportunities for, a Well-Rounded Education for all students;
 - school conditions for student learning in order to create a Healthy and Safe School Environment; and
 - access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.
- A.1. **Identified Needs:** List the needs identified during the needs assessment that will be addressed by Title IV-A. Be sure to clearly list the identified needs for all three priority areas.

Section B: Prioritize Schools for Services (all districts)

Districts receiving Title IV-A funds are required to prioritize schools for service based on the greatest needs. [Section 4106(e)(2)(A)]

- B.1. **Priority:** Indicate all factors used to prioritize schools for service (select all that apply)
- B.1.a. Schools that have the highest numbers of low-income students
 - B.1.b. Schools that are identified for comprehensive support and improvement under Title I-A of the ESEA
 - B.1.c. Schools that are implementing targeted support and improvement plans under Title I-A of the ESEA
 - B.1.d. Schools that are identified as persistently dangerous public schools under Section 8532 of ESEA
 - B.1.e. Schools among the greatest need as determined by the district

- B.2. **Identified Schools:** List which schools will receive program(s) funded under Title IV-A, and the priority chosen. For priority factor B.1.e., describe what measure(s) were used to determine the greatest need.

Section C: Priority Areas (all districts)

Priority Areas	Description of Activities
C.1. Well-Rounded Educational Opportunities (<u>minimum</u> 20% if more than Title IV-A allocation is > \$30,000)	
C.2. Safe and Healthy Students (<u>minimum</u> 20% if more than Title IV-A allocation is > \$30,000)	
C.3. Effective Use of Technology (minimum 20% if more than Title IV-A allocation is > \$30,000; no more than 15% can support technology infrastructure/hardware/software.) [Section 4109(b)]	

Identify the priority areas to be supported with Title IV-A funds

- If the district receives **\$30,000 or more** in Title IV-A funding, all three areas must be supported as indicated below. [Section 4106(e)(1)(B)(C)(D)] One activity or program may address one, two, or all three priority areas – include descriptions in all applicable areas. A minimum of 20% of grant funds must be spent on priority area one and two, and a portion of funds must be spent on priority area three. [Section 4106(e)(2)(C)(D)(E)]
 - If the district receives **less than \$30,000**, at least one priority area must be supported. [Section 4106(f)]
- C.1. **Well-Rounded Educational Opportunities** (minimum 20% if Title IV-A allocation is \geq \$30,000)
- Provide a description of the activities being supported under this priority area.
 - Provide the objectives/outcomes that will be met by the activities described. (How will the district know that the activities were effective)
- C.2. **Safe and Healthy Students** (minimum 20% if Title IV-A allocation is \geq \$30,000)
- Provide a description of the activities being supported under this priority area.
 - Provide the objectives/outcomes that will be met by the activities described. (How will the district know that the activities were effective)
- C.3. **Effective Use of Technology** (must spend a portion of funds if Title IV-A allocation is \geq \$30,000; no more than 15% of funds allocated to this priority can support Technology infrastructure/hardware/software.) [Section 4109(b)]
- Provide a description of the activities being supported under this priority area.
 - Provide the objectives/outcomes that will be met by the activities described. (How will the district know that the activities were effective)
- C.4. Describe any partnerships with any institution of higher education, business, nonprofit, or other public or private entity with a demonstrated record of success in implementing these activities. [Section 4106(e)(1)(A)]

Section D. Effectiveness Activities (as applicable)

- D.1. Describe the objectives/outcomes for the programming funded with Title IV-A funds. Can be for individual activities or the program as a whole. [Section 4106(e)(1)(E)]
- D.2. Describe the process and data that the district uses for annually reviewing and evaluating the effectiveness in meeting the objectives/outcomes of the activities above and revising the activities to be provided as necessary based on the results of the evaluation [Section 4106(e)(1)(E)]

Section E. Administrative Activities (all districts)

- E.1. Provide a description of the administrative activities supported with Title IV-A funds directly (not through Title IV-A funds transferred to Consolidated Administration Pool). Include the number, name(s) and title(s) of any staff serving in this capacity. [Section 4105(c)]

Note: Direct administrative funds are capped at 2%. A validation error will be triggered if this amount is exceeded.

Section F Private School Participation (as applicable)

Private schools must be consulted and informed of their option to participate in Title IV-A.

- F.1. Provide a description of any services to be provided to students in participating private schools through Title IV-A funds. [Section 4106(e)(2)(B)]

Related Documents

There are no related documents for Title IV-A.

Consolidated Admin Pool (CAP)

This Section is **only** for districts who choose to consolidate funds from multiple Title programs for the purpose of covering the costs associated with administering those programs. Districts who use a consolidated administrative budget will likely find it easier to track expenses associated with administering all the Title programs, since the district will not be required to keep separate records for each Title program's administrative costs. All districts are eligible and encouraged to use the consolidated admin budget. **Note: If the district exercises the option to consolidate administrative funds in the CAP, they may not pay for additional administrative costs in the individual Title program budgets.**

The CAP "grant" will only appear once a district has moved funds from the contributing Title programs into the Consolidated Admin Pool (CAP) on the Allocations page. Once that has been accomplished, the CAP grant appears on the Sections page, and the district simply enters the budget and narrative information by object code for the CAP budget the same way it does for all other Title program grants. Remember to enter the FTE and description of positions funded with the consolidated admin pool. Do not include any direct program services in the CAP budget. **Note:** migrant identification and recruitment functions are program specific, not administrative functions.

There is no separate Program Details page for the CAP. The description of administrative services funded through the CAP should be clearly outlined in the budget narrative instead.

Title VIII, Section 8203 of ESEA lists several rights and restrictions for districts using the CAP, including the following:

- A local educational agency may consolidate and use for the administration of one or more programs under this Act not more than the percentage, established in each program, of the total available for the local educational agency under those programs. [Section 8203(a)]
- A local educational agency that consolidates administrative funds under this section for any fiscal year shall not use any other funds under the programs included in the consolidation for administration for that fiscal year. [Section 8203(c)]
- A local educational agency that consolidates administrative funds under this section may use the consolidated funds for the administration of the programs and for uses, at the school and district levels, comparable to those described in Section 8201(b)(2). [Section 8203(d)]
- A local educational agency that consolidates administrative funds under this section shall not be required to keep separate records, by individual program, to account for costs relating to the administration of the programs included in the consolidation. [Section 8203(e)]

Allowable Uses of LEA Consolidated Administrative Funds

LEAs can spend consolidated administrative funds on:

- The administration of any consolidated program, and
- Administrative activities designed to enhance the effective and coordinated use of funds under the consolidated programs such as:
 - Coordinating those programs with other federal and non-federal programs,
 - Establishing and operating peer-review mechanisms under ESEA,
 - Administrative activities under Title VIII (General Provisions) of ESEA,
 - Disseminating information about model programs and practices,
 - Technical assistance under any ESEA program,
 - Local-level activities designed to carry out Title VIII (General Provisions) of ESEA,
 - Training personnel engaged in audit and other monitoring activities,
 - Implementing cooperative audit resolution, and
 - Implementing fiscal support teams that provide technical fiscal support assistance, which includes evaluating fiscal, administrative, and staffing functions, and any other key operational function.

Assurances

The Assurances section describes the overall assurances that the district agrees to in accepting the federal funds under this funding application.

Assurances

1. Insert district's Unique Entity Identifier (UEI).

Assurances

FY 2024 - ESEA Consolidated - Rev 0 - Assurances

Go To ▶

* Unique Entity Identifier (UEI)

2. Review and check "agreed" under the assurances box.

Assurances

The parties referred to in this document are all Federal agencies, including but not limited to the United States Department of Education, the United States Department of Agriculture, the United States Department of Health and Human Services and the United States Department of Labor, all herein referred to as the "DEPARTMENT," and the Alaska Department of Education and Early Development, herein referred to as the "Alaska Department of Education and Early Development", and the local educational agency, herein referred to as the "SUBGRANTEE." The Alaska Department of Education and Early Development may make funds available to the SUBGRANTEE for programs operated by the SUBGRANTEE in accordance with requirements and regulations applicable to such programs. Consistent with 2 CFR Part 200 and 34 CFR Sections 75-79 and 81-86, the SUBGRANTEE assures, if awarded a grant, subgrant, or contract:

1. For the period of the grant award, the district assures that it will implement policies, procedures, and programs that are consistent with all requirements of the Elementary and Secondary Education Act (ESEA) and applicable regulations and consistent with Alaska statutes and regulations.
2. The district will use ESEA funds to supplement the district's existing programs and will not use ESEA funds to supplant existing or reduced general or other funds.
3. The district will provide, on request, other data as required, and will maintain all required documentation at the district office.
4. The district completed the ESEA consolidated application with group planning and input from teachers, principals, program administrators, parents, community, and other required participants.
5. The district certifies that it has no policy that prevents, or otherwise denies participation in, constitutionally protected school prayer in public elementary and secondary schools under Title IX Section 9524 of ESEA and as detailed in the US Department of Education guidance of February 7, 2003.
6. The district understands and will comply with all applicable assurances for ESEA federal grant funds as provided in the ESEA Federal Programs Assurances and Certifications Packet uploaded as a related document.
7. The grantee will ensure that it does not obligate or award funds to any party that has been debarred or suspended, either by requiring a certification from the party or by checking SAM.gov prior to awarding or obligating funds per 2CFR180.330(a). The grantee will also ensure that the requirements under 2CFR180 Subpart C are communicated to parties awarded or obligated federal funds per 2CFR180.330(b).

☐ * Agreed

3. Complete the Suspension and Debarment section.

* Suspension and Debarment

As required by Executive Order 12549, Debarment and Suspension, and implemented at 2 CFR Part 180, for prospective participants in primary covered transactions, as defined at 2 CFR Part 180, Sections 180.105 and 180.110

- ☐ A. The applicant certifies that it and its principals: (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency; (b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property; (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and (d) Have not within a three-year period preceding this application had one or more public transaction (federal, state, or local) terminated for cause or default; and
- ☐ B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall provide an explanation to this application.

Related Documents

The complete packet of assurances, the **2023-2024 Federal Programs Assurances and Certifications Packet**, must be completed, signed by the district superintendent or authorized designee, scanned, and uploaded under the Required Documents section.

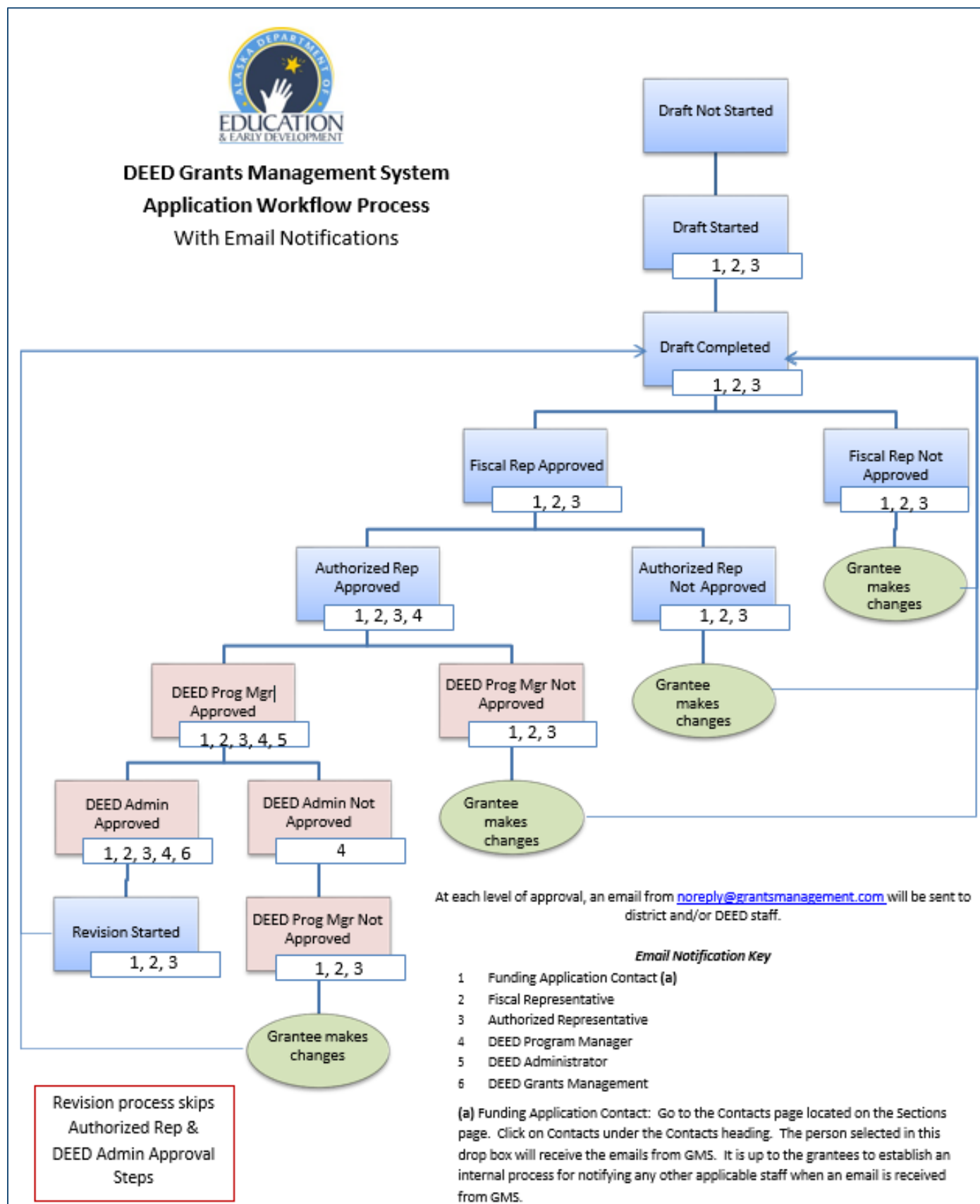
Substantially Approved Dates

The "Substantially Approved Dates" section is "view only" and presents the dates on which the Authorized Representative last approved the online application for submission to DEED.

According to the Uniform Grant Guidance, a district is required to submit an application in a "substantially approvable" form by June 30, 2023 in order to be eligible to submit reimbursements that date from July 1, 2023.

GMS Application Approval and Re-Submission Process

The infographic below illustrates the application approval process.



Grants Management System User Roles

Role	Description
User Access Administrator Maintains the users in the system for the district.	Allows a grantee user to administer other users for the grantee. Add new users, assign roles, delete roles, and resets passwords. DEED must add this user to the system.
Grantee (Funding Application) Updates Updates the application, budget revision, and reimbursement requests for appropriate funding application.	Allows a grantee to enter and edit information in the appropriate funding application. More than one user can be assigned this role. Can also enter and edit information for reimbursement requests for same application.
Grantee Data View Allows user to view without making any changes in the system.	Allows a grantee user to view unapproved items for the grantee.
Grantee Planning Tool Data Entry Updates planning tool.	Allows a grantee to enter and edit the planning tool. The planning tool includes goals, strategies, and fiscal resources that can be used for any funding application.
Grantee Fiscal Representative Approves the application, budget revisions, and reimbursements. Most likely the business manager.	Allows a grantee to take actions associated with a business manager. This user must provide approval before submission to the Grantee Authorized Representative. Also allows a grantee to enter and edit information for reimbursement requests. Can also enter and edit grant application and budget information.
Grantee Authorized Representative Final approval of application and revisions. Most likely the superintendent or designee.	Allows a grantee to take actions associated with the authorized representative, district superintendent, or designee. This user provides the final approval step for the application or revision to be submitted to DEED. Can also enter and edit grant application and budget information.
Grantee Superintendent	Allows superintendent or designee name to be printed on Grant Awards.

Appendices

Appendix A: Summary of Title I-A Site Eligibility and School Allocation Procedures

A district shall use Title I-A funds only in eligible school attendance areas. The term “**school attendance area**” means, in relation to a particular school, the geographical area in which the children who are normally served by that school reside. The term “**eligible school attendance area**” means a school attendance area in which the percentage of children from low-income families is at least as high as the percentage of children from low-income families served by the district as a whole.

Step 1: Determine if Ranking is Needed

- If district enrollment is greater than or equal to 1,000 proceed to Step 2.
- If district enrollment is less than 1,000, any school may be served based on district needs.

Step 2: Select Low-Income Measure

The district shall use the same measure of poverty. Measure may be:

- The number of children ages 5-17 in poverty from the census
- The number of children eligible for free or reduced price lunches
- The number of children in families receiving TANF assistance
- The number of children eligible to receive Medicaid
- A composite of the above

Secondary School Exception:

For measuring the number of students in low-income families in secondary schools, the district shall use the same measure of poverty, which shall be:

- the measures listed above, or
- an accurate estimate of the number of students in low-income families in a secondary school that is calculated by applying the average percentage of students in low-income families of the elementary school attendance areas that feed into the secondary school to the number of students enrolled in such school.

Note: The district may use the feeder pattern option for secondary schools after they conduct outreach to secondary schools within such agency to inform such schools of the option to use such measure, and a majority of such schools have approved the use of such measure. If using feeder pattern option, it must be applied to all secondary schools in the district.

Step 3: Determine “Eligible Attendance Areas”

Calculate the percentage of children from low-income families in the district as a whole. Eligible attendance areas are those in which the percentage of children from low-income families is at least as high as the percentage of the district as a whole.

Exceptions:

- Any school attendance areas may be designated as eligible if at least 35% of the children are from low-income families.

- If a school attendance area's poverty percentage is below the district's average poverty percentage, but a school within the attendance area is greater than the poverty percentage of school attendance areas participating in Title I-A, that school may be designated as eligible.
- A district may skip and not serve an eligible attendance area if:
 - the school meets the comparability requirements of Section 1118(c),
 - the school is receiving supplemental funds from other state or local sources that are spent for programs that meet the requirements of Sections 1114 or 1115 and those funds are at least the amount that would have come from Title I-A, and
 - the funds expended from such other sources equal or exceed the amount that would be provided under this part.
- For one year only, a school that received an allocation in the prior year would continue to be eligible for one additional year.

Step 4: Determine if All Eligible Schools Can be Funded

Set-Asides

A district must reserve sufficient funds to:

- provide equitable services to students, teachers, and families in participating private schools;
- support parent and family engagement (at least 1% if the district's Title I-A allocation is greater than \$500,000); and
- provide comparable services to:
 - homeless children and youths, including providing educationally related support services to children in shelters and other locations where children may live,
 - children in local institutions for neglected children, and
 - if appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day programs.

A district may also reserve funds for:

- financial incentives and rewards (not to exceed 5% of the district's allocation) for teachers who serve schools identified for improvement for the purpose of attracting and retaining qualified and effective teachers.;
- to provide early childhood education programs for eligible children; and
- other authorized activities such as school improvement, coordinated services and costs related to administering the program.

The amount that remains is distributed to eligible school attendance areas or schools.

If allocation is insufficient to fund all eligible attendance areas, go to Step 5.

Step 5: Determine Eligible Schools to Fund

Schools Above 75% Poverty Rate

The district first must rank by poverty all eligible school attendance areas above 75% poverty and allocate funds to serve in rank order of poverty, regardless of grade span.

- High School Exception – The district may choose to lower the threshold from 75% to 50% for all high schools served by the district.

Remaining Funds

If funds remain after serving all eligible attendance areas at or above 75%, the district may rank the remaining eligible school attendance areas either district-wide or by grade span based on the

- district-wide average percentage of poverty; or
- the district-wide poverty percentage for each grade span.

Appendix B: Private Schools Consultation, Funding, and Services

Districts, after timely and meaningful consultation with appropriate private school officials, must provide equitable services to private schools' students, parents, and teachers from ESEA programs funds under:

- Title I, Part A – Improving the Academic Achievement of the Disadvantaged
- Title I, Part C – Education of Migratory Children
- Title II, Part A – Supporting Effective Instruction
- Title III, Part A – Language Instruction for English Learners and Immigrant Students
- Title IV, Part A – Student Support and Academic Enrichment
- Title IV, Part B – 21st Century Community Learning Centers

Consultation

Private schools must be consulted during the design and development of the district's plan for ESEA federal program funds. [Section 1117(b)(1)(A-L) and 8501-8506] The consultation shall occur before a district makes any decision that affects the opportunities of eligible private school children. District and private school officials should meet with the goal of "reaching agreement" on how to provide equitable and effective programs under Title I-A for private school students who are failing, or at most risk of failing to meet the state's academic standards, and for other Title programs for students or teachers who are eligible to be served by that Title program. Topics of consultation include:

- (A) how the children's needs will be identified;
- (B) what services will be offered;
- (C) how, where, and by whom the services will be provided;
- (D) how the services will be assessed and how the results of that assessment will be used to improve those services;
- (E) the size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, the amount of funds available for those services, and how that amount is determined;
- (F) for Title I-A, the method or sources of data that are used to determine the number of children from low-income families residing in participating Title I-A school attendance areas who attend private schools;
- (G) how and when the district will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
- (H) how, if the district disagrees with the views of the private school officials on the provision of services through a contract, the district will provide in writing to such private school officials an analysis of the reasons why the district has chosen not to use a contractor;
- (I) whether the district shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;
- (J) whether to provide equitable services to eligible private school children—
 - (i) by creating a pool or pools of funds with all of the funds allocated based on all the children from low-income families in a participating school attendance area who attend private schools; or
 - (ii) in the district's participating school attendance area who attend private schools with the proportion of funds allocated based on the number of children from low-income families who attend private schools;
- (K) when, including the approximate time of day, services will be provided; and
- (L) whether to consolidate and use funds available for equitable services under programs covered under section 8501(b) to provide services to eligible private school children participating in programs.

The consultation shall include a discussion of service delivery mechanisms that the agency, consortium, or entity could use to provide equitable services to eligible private school children, teachers, administrators, and other staff.

Provision of Services

The control of the funds used to provide services, and title to materials, equipment, and property purchased with those funds, shall be the district, and the district shall administer the funds and property.

The district employee, person, association, agency, organization, or other entity shall be independent of the private school and the employment or contract shall be under the control and supervision of the district.

Educational services or other benefits, including materials and equipment, shall be secular, neutral, and non-ideological.

Disagreements

If a district disagrees with the views of private school officials with respect to any topic of consultation or provision of services, the district must inform the private school, in writing, the reasons why the district disagrees.

Districts must upload the results of agreement following consultation to the Related Documents page. For private schools that have chosen not to participate, or who have refused consultation, upload appropriate documentation for each private school.

Title I-A Allocations and Services for Private School Students, Teachers, and Families

Determination of funding for proportionate share for equitable services

Districts determine:

- Proportionate Share: This amount is determined based on the total amount of funds received by the district under Title I-A prior to any allowable expenditures or transfers to the Consolidated Admin Pool (CAP).
- Participating public school attendance areas (Title I-A Schools)
- Number of children from low-income families residing in each Title I-A attendance area that attend public and private schools
 - a. Using the same measure of low-income used to count public school children;
 - b. Family survey results that can be extrapolated if complete actual data is unavailable. **Note:** Surveys must protect the identity of private school families;
 - c. Applying the low-income percentage of each participating public school attendance area, to the number of private school children in that attendance area; or
 - d. Use an equated measure of low income correlated with the measure of low income used to count public school children.
- Proportion of low-income children residing in each Title I-A school area who attend private schools
- Equitable services proportionate share by applying private school proportion to district's total Title I-A allocation

Sample Title I-A Private School Proportionate Share Chart

Showing low-income students as reported by Private Schools residing in each participating Title I-A public school attendance area.

Example of Determining the Amount of Title I-A Funds for Equitable Services

Public School Attendance Area	Number of Public School Low-Income Children	Number of Private School Low-Income Children	Total Number of Low-Income Children
A	500	120	620
B	300	9	309
C	200	6	206
D	350	15	365
Total	13,50	150	1,500
Proportionate Share %	90%	10%	n/a
Proportionate Share \$	\$900,000	\$100,000	n/a

Determining funding for administration and parent and family engagement

- Districts determine an amount that is reasonable and necessary to administer the Title I program in private schools. This amount is reserved from the equitable share for private schools.
- Districts that receive a Title I-A allocation of more than \$500,000 must reserve 1% for parent and family engagement activities. The district reserves 1% of the private school equitable share to use for parent and family engagement activities for parents of eligible students at participating private schools. The district reserves 1% of the district's remaining allocation after the private school equitable share is removed for parent and family engagement in public Title I schools.

Providing services under Title I-A

- Private school students are eligible for Title I-A services based on academic need (not low income level) and are always "targeted assistance."
- The district must determine, in consultation with private school, what measures will be used to determine low-achieving students.
- The district must provide eligible children in private schools, on an equitable basis and individually or in combination, as requested by the officials to best meet the needs of such children, special educational services, instructional services (including evaluations to determine the progress being made in meeting such students' academic needs), counseling, mentoring, one-on-one tutoring, or other benefits under Title I-A (such as dual or concurrent enrollment, educational radio and television, computer equipment and materials, other technology, and mobile educational services and equipment) that address their needs.
- The district always controls the funds. Services may be provided by district staff or contracted, but funds are never paid to a private school directly.

Allocations and Services for Titles I-C, II-A, III-A, and IV-A

- The proportionate share for equitable services for private school students, teachers, or families is determined by the number of students enrolled in the private school.

- Expenditures for services on a per-pupil basis shall be equal to the expenditures for participating public school children, taking into account the number and education needs of the children to be served.
- For Titles II-A and IV-A, the proportionate share is determined by the number of students enrolled in the participating private schools compared to the total enrollment of all public schools and participating private schools in the district.
- To participate in Title I-C, the students enrolled in the private school must be identified migratory children. To participate in Title III-A, the students enrolled in the private school must be identified as English learners. The district determines the proportionate share for Title I-C or III-A based on the number of eligible students to be served and the amount necessary to provide equitable services to meet the needs of the eligible students.

ESSA Ombudsman

An Ombudsman is identified in each state to help ensure the quality for such private school children, teachers, and other educational personnel. [Section 8501(a)(3)(B)]

The public/private school agreement on consultation and programming is to be sent to the ombudsman. [Section 1117(b)(1)]

The state ombudsman provides notice of district allocations to private school officials in the state

- Districts determine the allocations available for private schools and the documentation as to how the allocation was determined.
- Notification of allocations need to be made by the start of the school year.

Additional Information

Guidance for services to private school students and teachers is available on the [DEED Private Schools and the ESEA webpage](https://education.alaska.gov/esea/private-schools) (<https://education.alaska.gov/esea/private-schools>).

For a more detailed explanation, consult the sections of ESEA, as amended that provides for the participation of private school children and teachers - Title VIII General Provisions, Part F Uniform Provisions, Subpart 1 Private Schools (Section 8501) and Title I-A, Section 1117, and Title I-A regulations, Sections 200.62 and 200.63.

Sample Affirmation of Consultation with Private School Offices

Section 1117(b) and 8501(c) of the ESEA, as amended require that timely and meaningful consultation occurs between the local education agency (LEA) and private school officials prior to any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act, and shall continue throughout the implementation and assessment of activities under this section.

The following topics must be discussed during the ongoing consultation process:

- (A) how the children's needs will be identified;
- (B) what services will be offered;
- (C) how, where, and by whom the services will be provided;
- (D) how the services will be assessed and how the results of that assessment will be used to improve those services;
- (E) the size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, the amount of funds available for those services, and how that amount is determined;
- (F) for Title I-A, the method or sources of data that are used to determine the number of children from low-income families residing in participating Title I-A school attendance areas who attend private schools;
- (G) how and when the district will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
- (H) how, if the district disagrees with the views of the private school officials on the provision of services through a contract, the district will provide in writing to such private school officials an analysis of the reasons why the district has chosen not to use a contractor;
- (I) whether the district shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;
- (J) whether to provide equitable services to eligible private school children—
 - (i) by creating a pool or pools of funds with all of the funds allocated based on all the children from low-income families in a participating school attendance area who attend private schools; or
 - (ii) in the district's participating school attendance area who attend private schools with the proportion of funds allocated based on the number of children from low-income families who attend private schools;
- (K) when, including the approximate time of day, services will be provided; and
- (L) whether to consolidate and use funds provided in coordination with eligible funds available for services to private school children under applicable programs to provide services to eligible private school children participating in programs.

Federal Program(s) offering services to Private School

Place an "X" in each program where the Private School intends to participate with the district on possible services:

Title I-A ☐ Title II-A ☐ Title III-A ☐ Title I-C ☐ Title IV-A ☐ Title IV-B ☐

(Title I-A- Improving basic programs operated by LEAs) (Title II-A- Supporting effective instruction)

(Title III-A- English language acquisition, language enhancement, and academic achievement) (Title I-C- Education of migratory children)

(Title IV-A- Student support and academic enrichment) (Title IV-B- 21st Century Community Learning Centers)

- ☐ The private school **agrees** that timely and meaningful consultation occurred before the district made any decision that affected the participation of eligible private school children, teachers or parents in the ESEA programs.
- ☐ The private school **does not agree** that timely and meaningful consultation occurred before the district made any decision that affected the participation of eligible private school children, teachers or parents in the ESEA programs.

Public School Official	School District Name	Date
Private School Representative	Private School Name	Date

The district must maintain a copy of this form in its records and provide a copy to the state by uploading in GMS.

*This is **not** an official Department of Education document. It is provided only as an example.

Appendix C: Title I-A Improving the Academic Achievement of the Disadvantaged

Purpose [§1001]

The purpose of this title is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.

Schoolwide Programs [§1114(a)(1)]

A local educational agency may consolidate and use funds under this part, together with other Federal, state, and local funds, in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

Exception: A school that serves an eligible school attendance area in which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families, may operate a Schoolwide program under this section if the school receives a waiver from the state educational agency to do so, after taking into account how a Schoolwide program will best serve the needs of the students in the school served under this part in improving academic achievement and other factors.

Targeted Assistance Programs [§1115]

In all schools selected to receive Title I-A funds that are ineligible for a Schoolwide program under section 1114, have not received a waiver under section 1114(a)(1)(B) to operate such a Schoolwide program, or choose not to operate such a Schoolwide program, a local educational agency serving such school may use funds received under this part only for programs that provide services to eligible children under subsection (c) identified as having the greatest need for special assistance.

Eligible Population

(A) IN GENERAL - The eligible population for services under this section is—

- (i) children not older than age 21 who are entitled to a free public education through grade 12; and
- (ii) children who are not yet at a grade level at which the local educational agency provides a free public education.

(B) ELIGIBLE CHILDREN FROM ELIGIBLE POPULATION.— From the population described in subparagraph (A), eligible children are children identified by the school 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 local educational agency and supplemented by the school, except that children from preschool through grade 2 shall be selected solely on the basis of criteria, including objective criteria, established by the local educational agency and supplemented by the school.

Children Included

(A) 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 under this part.

(B) HEAD START AND PRESCHOOL CHILDREN.—A child who, at any time in the 2 years preceding the year for which the determination is made, participated in a Head Start program, the literacy program under

subpart 2 of part B of Title II, or in preschool services under this title, is eligible for services under this part.

(C) MIGRANT CHILDREN.—A child who, at any time in the 2 years preceding the year for which the determination is made, received services under part C is eligible for services under this part.

(D) NEGLECTED OR DELINQUENT CHILDREN.—A child in a local institution for neglected or delinquent children and youth or attending a community day program for such children is eligible for services under this part.

(E) HOMELESS CHILDREN.—A child who is homeless and attending any school served by the local educational agency is eligible for services under this part.

Fiscal Requirements [§1118]

(a) Maintenance of Effort – A local educational agency may receive funds under this part for any fiscal year only if the State educational agency involved finds that the local educational agency has maintained the agency’s fiscal effort in accordance with section 8521.

(b) Federal Funds to Supplement, not Supplant, Non-Federal Funds -

(1) IN GENERAL.—A State educational agency or local educational agency shall use Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.

(2) COMPLIANCE.—To demonstrate compliance with paragraph (1), a local educational agency shall demonstrate that the methodology used to allocate State and local funds to each school receiving assistance under this part ensures that such school receives all of the State and local funds it would otherwise receive if it were not receiving assistance under this part.

(3) SPECIAL RULE.—No local educational agency shall be required to—

(A) identify that an individual cost or service supported under this part is supplemental; or

(B) provide services under this part through a particular instructional method or in a particular instructional setting in order to demonstrate such agency’s compliance with paragraph (1).

(4) PROHIBITION.—Nothing in this section shall be construed to authorize or permit the Secretary to prescribe the specific methodology a local educational agency uses to allocate State and local funds to each school receiving assistance under this part.

(5) TIMELINE.—A local educational agency—

(A) shall meet the compliance requirement under paragraph (2) not later than 2 years after the date of enactment of the Every Student Succeeds Act; and

(B) may demonstrate compliance with the requirement under paragraph (1) before the end of such 2-year period using the method such local educational agency used on the day before the date of enactment of the Every Student Succeeds Act.

(c) Comparability of Services

(1) IN GENERAL.—

(A) COMPARABLE SERVICES.—Except as provided in paragraphs (4) and (5), a local educational agency may receive funds under this part only if State and local funds will be used in schools served under this part to

provide services that, taken as a whole, are at least comparable to services in schools that are not receiving funds under this part.

(B) SUBSTANTIALLY COMPARABLE SERVICES.—If the local educational agency is serving all of such agency's schools under this part, such agency may receive funds under this part only if such agency will use State and local funds to provide services that, taken as a whole, are substantially comparable in each school.

(C) BASIS.—A local educational agency may meet the requirements of subparagraphs (A) and (B) on a gradespan by grade-span basis or a school-by-school basis.

(2) WRITTEN ASSURANCE.—

(A) EQUIVALENCE.—A local educational agency shall be considered to have met the requirements of paragraph (1) if such agency has filed with the State educational agency a written assurance that such agency has established and implemented—

- (i) a local educational agency-wide salary schedule;
- (ii) a policy to ensure equivalence among schools in teachers, administrators, and other staff; and
- (iii) a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

(B) DETERMINATIONS.—For the purpose of this subsection, in the determination of expenditures per pupil from State and local funds, or instructional salaries per pupil from State and local funds, staff salary differentials for years of employment shall not be included in such determinations.

(C) EXCLUSIONS.—A local educational agency need not include unpredictable changes in student enrollment or personnel assignments that occur after the beginning of a school year in determining comparability of services under this subsection.

(3) PROCEDURES AND RECORDS.—Each local educational agency assisted under this part shall—

- (A) develop procedures for compliance with this subsection; and
- (B) maintain records that are updated biennially documenting such agency's compliance with this subsection.

(4) INAPPLICABILITY.—This subsection shall not apply to a local educational agency that does not have more than one building for each grade span.

(5) COMPLIANCE.—For the purpose of determining compliance with paragraph (1), a local educational agency may exclude State and local funds expended for—

- (A) language instruction educational programs; and
- (B) the excess costs of providing services to children with disabilities as determined by the local educational agency.

(d) EXCLUSION OF FUNDS.—For the purpose of complying with subsections (b) and (c), a State educational agency or local educational agency may exclude supplemental State or local funds expended in any school attendance area or school for programs that meet the intent and purposes of this part.

Appendix D: Title I-C Education of Migratory Children Activity and Purpose

Overview

Title I, Part C, is a program operated by the state Educational Agency (SEA) to identify and address the special educational needs of migratory children. The state may fulfill those responsibilities in one or more of the following ways:

- (1) by making a sub-grant to a local educational agency;
- (2) by making an arrangement with a public or nonprofit private agency to carry out a project under this part; or
- (3) by operating the state's migrant education program or projects directly.

Purpose [§1301]

The purpose of the Title I-C program is to:

- (1) To assist states in supporting high-quality and comprehensive educational programs and services during the school year and, as applicable, during summer or intersession periods, that address the unique educational needs of migratory children.
- (2) To ensure that migratory children who move among the states are not penalized in any manner by disparities among the states in curriculum, graduation requirements, and challenging state academic standards.
- (3) To ensure that migratory children receive full and appropriate opportunities to meet the same challenging state academic standards that all children are expected to meet.
- (4) To help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to succeed in school.
- (5) To help migratory children benefit from state and local systemic reforms.

Definitions [§1309]

MIGRATORY CHILD - The term “migratory child” means a child or youth who made a qualifying move in the preceding 36 months—

- (A) as a migratory agricultural worker or a migratory fisher; or
- (B) with, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher.

MIGRATORY FISHER - The term “migratory fisher” means an individual who made a qualifying move in the preceding 36 months and, after doing so, engaged in new temporary or seasonal employment or personal subsistence in fishing. If the individual did not engage in such new employment soon after the move, the individual may be considered a migratory fisher if the individual actively sought such new employment and has a recent history of moves for temporary or seasonal fishing employment.

MIGRATORY AGRICULTURAL WORKER - The term “migratory agricultural worker” means an individual who made a qualifying move in the preceding 36 months and, after doing so, engaged in new temporary or seasonal employment or personal subsistence in agriculture, which may be dairy work or the initial processing of raw agricultural products. If an individual did not engage in such new employment soon after a qualifying move, such individual may be considered a migratory agricultural worker if the individual actively sought such new employment and has a recent history of moves for temporary or seasonal agricultural employment.

QUALIFYING MOVE - The term “qualifying move” means a move due to economic necessity— (A) from one residence to another residence; and (B) from one school district to another school district, except— (i) in the case of a state that is comprised of a single school district, wherein a qualifying move is from one administrative area to another within such district; or (ii) in the case of a school district of more than 15,000 square miles, wherein a qualifying move is a distance of 20 miles or more to a temporary residence.

Identification and Recruitment [§1304(c)(8)]

Finding and enrolling eligible migratory children is a cornerstone of the MEP and its importance cannot be overemphasized. The majority of migratory children would not fully benefit from the educational services to which they are entitled and, in some cases, would not attend school at all if SEAs did not identify and recruit them into the MEP. This is particularly true of the most mobile migratory children, who are the most difficult to locate.

Under Section 1304(c)(8) of the statute, the SEA is responsible for identifying and recruiting all eligible migratory children residing in the state. As a condition of accepting migrant funds, districts must agree to the following:

- (1) Develop a recruitment plan that includes recruitment efforts year-round throughout the community.
- (2) Establish a quality control process for ensuring the correctness of the information used to determine each child's eligibility under the MEP definitions.
- (3) Hire qualified staff and provide for annual training related to the state's identification and recruitment procedures.
- (4) Meet all deadlines for the submission of records and adhere to the state's established procedures for the identification and recruitment of migratory children.

Priority for Service [§1304(d)]

Section 1304(d) of the statute gives priority for services to migratory children who have made a qualifying move within the previous 1-year period and who—

- (1) are failing, or most at risk of failing, to meet the challenging state academic standards; or
- (2) have dropped out of school.

District plans must address the ways that districts will provide for the needs of migratory children who meet the criteria for a priority for service.

To learn more about Priority for Services, refer to the Migrant Education Program [Records Manager Guide](https://education.alaska.gov/ESEA/TitleI-C) (education.alaska.gov/ESEA/TitleI-C).

Alaska's Migrant Education Program (MEP) [§1306(b)]

Section 1306(b) authorizes migrant funds to be used to meet the identified needs of migratory children that result from their migratory lifestyle, and to permit these children to participate effectively in school. Migrant funds are to supplement services provided by other federal, state, or local funds. Alaska's Migrant Education Program is guided by the statewide Comprehensive Needs Assessment (CNA) and the state Service Delivery Plan (SDP) that identifies the measurable program objectives and the instructional strategies designed to meet the needs identified in the CNA. These are described below.

Each district must conduct a local needs assessment for the migratory children in the district and determine the specific needs in the district in accordance with the needs identified in the state CNA. The district will then choose the applicable strategies from the list of service delivery strategies in the state SDP to implement to meet the needs of the district's migratory children. Each district should establish a local written service delivery plan that includes the local needs assessment and service delivery strategies used in the district, and the process for annually reviewing the effectiveness of the use of the Title I-C funds in meeting the needs of the migratory children and for revising the activities and strategies to be provided as necessary based on the results of the evaluation.

For information about specific allowable activities, eligibility of children, priority for services and other questions, see the USED Migrant Education Program guidance at results.ed.gov/legislation.

Alaska Comprehensive Needs Assessment and State Service Delivery Plan

The Alaska Migrant Education Program [Comprehensive Needs Assessment \(CNA\)](https://education.alaska.gov/ESEA/TitleI-C/docs/cna_final_report.pdf) (education.alaska.gov/ESEA/TitleI-C/docs/cna_final_report.pdf) was updated as of December 2018. Needs were identified in the following four areas: Academic support, High school graduation, School readiness, and Support services

The Alaska Migrant Education Program [Service Delivery Plan \(SDP\)](https://education.alaska.gov/ESEA/TitleI-C/docs/migrant_service_delivery_plan.pdf) (education.alaska.gov/ESEA/TitleI-C/docs/migrant_service_delivery_plan.pdf) was updated as of February 2019. This plan outlines strategies for meeting the needs of migratory children identified in the CNA. It also sets Measurable Program Outcomes (MPOs) on which the migrant education program will be evaluated.

Alaska MEP Measurable Program Outcomes (MPOs) and Service Delivery Strategies

Title I-C funds must be used in accordance with the State [Comprehensive Needs Assessment \(CNA\)](https://education.alaska.gov/ESEA/TitleI-C/docs/cna_final_report.pdf) and [Service Delivery Plan \(SDP\)](https://education.alaska.gov/ESEA/TitleI-C/docs/migrant_service_delivery_plan.pdf). The Alaska Migrant Education Program's Service Delivery Plan identifies strategies to serve migratory children and youth, including preschool migratory children and migratory children who have dropped out.

Consolidating Title I-C Funds into a Title I-A Schoolwide Program Guidance

Overview

The Alaska Comprehensive Needs Assessment as revised in December 2018 recognizes that the guidance for Migrant Education Programs (MEP) includes guidance for when migrant education funds may be consolidated or combined in a Title I-A school operating a Schoolwide program.

Section 1306(b)(4) of the statute and sections 200.29(c)(1) and 200.86 of the regulations require schools to first use the Title I-C Migrant funds, in consultation with parents of migratory children, to meet the unique educational needs of migrant children before they may combine MEP funds in a Schoolwide program. **The school also must document that these needs have been met before it may combine MEP funds in a Schoolwide program.**

Steps to Consolidation

The state Needs Assessment Committee identified the following steps that must be taken before a school may consolidate migrant funds in a Title I-A Schoolwide Program:

1. Schools conduct a **local needs assessment** to determine if the unique educational needs of migratory children have been met. The following unique educational needs, identified by the committee as a result of the migratory lifestyle, were determined to be priority needs that must be met before consolidation of migrant funds:
 - Migratory children have a lower proficiency rate on state academic content assessments in **reading/language arts** than non-migrant students.
 - Migratory children have a lower proficiency rate on state academic content assessments in **math** than non-migrant students.
 - Migratory children are not **graduating** at the state target rate.
2. Schools must annually conduct a **meeting with parents of migratory children** to consult with parents regarding the unique educational needs of migratory children.
 - All parents of migratory children must be invited to the annual parent meeting (to be held at a time typically convenient to migrant parents) through a letter to eligible families or other communication consistent with school policies regarding notifications to parents.

- A majority of parents attending the meeting must consent to the consolidation of funds into a Schoolwide program.
 - Alternatively, if a school has in place a migrant Parent Advisory Council that represents parents in matters pertaining to the education of migratory children, a meeting of the PAC may be used as consultation with parents of migratory children. Decisions should be made according to the PAC by-laws.
3. Schools provide documentation to the state showing that the identified migratory children needs have been met, that parents have been consulted, and that the school has decided to combine all or part of the funds from Title I-C.

Process, Timeline and Documentation for Consolidation of Funds in a Schoolwide Program

The district must submit **an Application to Consolidate Migrant Funds in a Title I-A Schoolwide School** and supporting documentation for each school that is eligible to consolidate migrant funds into the Title I-A Schoolwide program as part of its online Consolidated Application for ESEA Funds that includes the Title I-C Migrant Education Program sub-grant. These applications are due no later than June 30 each year for the upcoming school year. The application form that will be required is provided with this guidance.

The Alaska Migrant Education Program (MEP) Office will provide data by early April to each district with schools that meet the pre-requisites for possibly consolidating migrant funds into a Title I-A Schoolwide program. Data on the number of PFS migratory children in grades 3-9 enrolled in the school, proficiency rates for migratory and non-migratory children on the reading and math assessments, and the graduation rate information for migratory and non-migratory children will be provided from the most recently completed school year for use in the grant application for the upcoming school year.

Each school that wishes to consolidate migrant funds must use this data to determine if the migratory children needs have been met and if the school wishes to consolidate. The district must then ensure that **each school** completes the **Application to Consolidate Migrant Funds in a Title I-A Schoolwide Program** and must submit the application and required documentation with its Consolidated Application. Once a school has been approved to consolidate funds in a Schoolwide program, the Application and supporting documentation will be submitted annually.

If the data made available to schools in April of a given year shows that a school did not meet one or more criteria in order to continue consolidating funds for the next school year, the school will be allowed to continue to implement the approved consolidation of funds for one more school year in order to 1) determine if the school meets the criteria to consolidate in the next year to avoid disruption of the migrant program, and 2) to have time to create a tentative alternate plan for targeted services to migratory children to be implemented in the succeeding school year. If the data provided the following April again shows that the school does not meet the criteria for consolidation, then the district will implement the alternative plan for providing targeted services to migratory children in that school rather than consolidating the migrant funds into the schoolwide plan.

Timeline The timeline continues as above for future school years.

Timeframe	Action
April 2023	Alaska MEP office provides each district with eligible Title I-A schoolwide schools data based on 2021-2022 assessments and 2021-2022 graduation rates.
June 2023	<p>District completes an Application to Consolidate Migrant Funds in a Title I-A Schoolwide Program for each school eligible and desiring to consolidate and submits the plans along with supporting documentation to DEED for final approval of consolidation through the FY23 ESEA Consolidated Application.</p> <p><i>Note:</i> If the data made available to schools in April of a given year shows that a school did not meet one or more criteria in order to continue consolidating funds for the next school year, the school will be allowed to continue to implement the approved consolidation of funds for one more school year in order to</p> <ol style="list-style-type: none"> 1) determine if the school meets the criteria to consolidate in the next year to avoid disruption of the migrant program, and 2) to have time to create a tentative alternate plan for targeted services to migratory students to be implemented in the succeeding school year. <p>If the data provided the following April again shows that the school does not meet the criteria for consolidation, then the district will implement the alternative plan for providing targeted services to migratory students in that school rather than consolidating the migrant funds into the schoolwide plan.</p>
September 2023 – June 2024	District implements Title I-C Migrant application in Title I-A Schoolwide School as approved by the Alaska MEP.

Additional Resources

- [DEED's Title I-C Webpage](https://education.alaska.gov/ESEA/TitleI-C/) (education.alaska.gov/ESEA/TitleI-C)
- [Title I-C Spending Handbook](https://education.alaska.gov/ESEA/TitleI-C/docs/SpendingHandbook-TitleI-C.pdf) (education.alaska.gov/ESEA/TitleI-C/docs/SpendingHandbook-TitleI-C.pdf)
- [Provision of Services Guidance](https://education.alaska.gov/ESEA/TitleI-C/docs/ProvisionofServicesGuidanceTitleI-C.pdf) (education.alaska.gov/ESEA/TitleI-C/docs/ProvisionofServicesGuidanceTitleI-C.pdf)
- [Needs Assessment Guidance](https://education.alaska.gov/ESEA/TitleI-C/docs/NeedsAssessmentGuidanceTitleI-C.pdf) (education.alaska.gov/ESEA/TitleI-C/docs/NeedsAssessmentGuidanceTitleI-C.pdf)
- [Parent Engagement Guidance](https://education.alaska.gov/ESEA/TitleI-C/docs/ParentEngagementGuidanceTitleI-C.pdf) (education.alaska.gov/ESEA/TitleI-C/docs/ParentEngagementGuidanceTitleI-C.pdf)
- [Program Evaluation Guidance](https://education.alaska.gov/ESEA/TitleI-C/docs/ProgramEvaluationGuidanceTitleI-C.pdf) (education.alaska.gov/ESEA/TitleI-C/docs/ProgramEvaluationGuidanceTitleI-C.pdf)
- [Allowable Cost for Federal Funds](https://education.alaska.gov/ESEA/TitleI-C/docs/AllowableCostChecklist.pdf) (education.alaska.gov/ESEA/TitleI-C/docs/AllowableCostChecklist.pdf)
- [U.S. Office of Migrant Education](https://oese.ed.gov/offices/office-of-migrant-education/migrant-education-program/) (oese.ed.gov/offices/office-of-migrant-education/migrant-education-program/)
- [Results](https://results.ed.gov/) (results.ed.gov)

Appendix E: Title I-D Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk

Allocations

Sub-Part 1 - State agency programs [Section 1412]: Provides federal financial assistance to operate educational programs for children and youth in state operated institutions, community day programs or in adult correctional facilities. State allocations are determined through a formula based on the number of children and youth in state-operated institutions and the state's average per-pupil educational expenditures. The count is conducted annually on a single day in October. The state makes sub-grants to each state institution based on its proportionate share. Applications are now included as part of the ESEA Consolidated Application.

Sub-Part 2 – Local agency programs [Section 1422]: Provides additional federal funding to be awarded through a competitive application process which is conducted every three years. The state allocation for this part is based on the count for local institutions that include any student age 5-17, who resided in a facility for neglected or delinquent youth for at least 1 day during the period of October 1-30.

Alaska State Youth in Detention Funds [AS 14.07.020(a)(5)]: 1.1 million dollars appropriated by the state of Alaska to offset costs to districts providing year-round educational programs to incarcerated youth. Funds are allocated based on the number of beds in each facility as agreed upon with the school district that operates the educational program in the detention facility school. No budgets or annual reports are currently required.

Purpose of Title I-D Programs [§1401 and 1421]

- Improve educational services for children and youth in local, tribal, and state institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging state academic standards that all children in the state are expected to meet;
- Provide these children with services to enable them to transition successfully from institutionalization for further schooling or employment; and
- Prevent at-risk youth from dropping out of school
- Provide a support system to ensure the continued education of youth who either have dropped out or are returning from correctional facilities.

Types of Programs [§1415 and 1416]

Targeted Assistance Program: Provides additional services to students identified as failing, or most-at-risk of failing to meet the state's academic content standards. In order to use funds in this manner, specific criteria for selection of services must be determined based on appropriate assessment tools.

Institution-Wide Program: Provides educational and transitional services to all students in the program and upgrades the entire educational and transitional effort. In order to use funds in this manner a comprehensive plan for the program must be developed which includes a needs assessment. A completed and approved Sub-part 1 annual application serves as the institution's comprehensive plan.

Program Requirements [§1414 and 1423]

- Coordinate education programs with student's school of origin.
- Identify and work with school of origin to provide special education needs of youth.
- Provide transition programs including family counseling, drug and alcohol abuse prevention, and tutoring.
- Provide support programs to encourage students to re-enter school, or obtain skills to gain employment.
- Ensure that staff and teachers are trained to work with students with disabilities.
- Ensure that the education program is based on challenging state academic standards.

- Use technology to assist in coordinating educational progress between the correctional facility and the community school.
- Involve parents, where feasible, to improve the education achievement of their children and prevent the further involvement in delinquent activities.
- Coordinate funds with other local, state and federal funds to provide additional services including career and technical education funds.
- Coordinate programs with activities under the Juvenile Justice and Delinquency Prevention Act of 1974.
- Establish partnerships, if appropriate, with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

Use of Funds Title I, Part D, Subpart 1 [§1415 and 1424]

- **Transition Programs:** Concentrate on providing participants with the knowledge and skills needed to make a successful transition to secondary school completion, career or technical training, further education or employment.
- **Dropout Prevention:** Provide services to at-risk children and youth
- **Health and Social Services:** Coordinate with services providers to provide additional support such as day care, drug and alcohol counseling, mental health services or other supports that could help the individual complete their education.
- **Special Programs:** Address unique needs such as career and technical education, special education, career counseling, curriculum-based youth entrepreneurship education and assistance in securing student loans or grants.
- **Mentoring and Peer Mediation:** Develop programs for ongoing support.
- **Programs for At-Risk Indian Children and Youth:** including such children and youth in correctional facilities in the area served by the local educational agency that are operated by the Secretary of the Interior or Indian tribes
- **[Pay for Success Initiatives](https://www.payforsuccess.org/)** (<https://www.payforsuccess.org/>)

Useful Links

- NDTAC: The [National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth](https://neglected-delinquent.ed.gov/) (<https://neglected-delinquent.ed.gov/>)

Appendix F: Title II-A Support Effective Instruction

Purpose [§2001]

The purpose of Title II-A is to:

- (1) increase student achievement consistent with the challenging state academic standards;
- (2) improve the quality and effectiveness of teachers, principals, and other school leaders;
- (3) increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
- (4) provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

District Plan [§2102]

Each plan submitted shall include the following:

- (A) A 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.
- (B) A 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.
- (C) A 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).
- (D) A description of how the local educational agency will use data and ongoing consultation described in paragraph to continually update and improve activities supported under this part.
- (E) An assurance that the local educational agency will comply with section 8501 (regarding participation by private school children and teachers).
- (F) An assurance that the local educational agency will coordinate professional development activities authorized under this part with professional development activities provided through other Federal, state, and local programs.

In developing the application described in the paragraph above, a local educational agency shall—

- (A) meaningfully 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; and
- (C) coordinate the local educational agency's activities under this part with other related strategies, programs, and activities being conducted in the community.

Allowable Activities [§2103]

Allowable activities have been grouped using three broad categories: (1) professional development, (2) talent management, and (3) other program activities which may be helpful in considering Title II-A funded activities. These three broad categories are used in the optional district coordination plan template.

An optional district coordination plan template is available to assist districts in meeting the following:

- The district will coordinate professional development activities authorized under this part with professional development activities provided through other Federal, state, and local programs.
- The district will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out of field teachers. [Section 1112(b)(2)]
- The district will comply with the requirements of section 1119 regarding the qualifications of teachers and paraprofessionals and professional development. [Section 1112(c)(1)(I)]

Professional Development

The first category includes professional development activities for which Title II-A funds can be used. All these activities must meet the definition of professional development found in [Appendix J](#). In general, that would be activities that are sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused.

- Increasing the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities, and English learners which may use multi-tier systems of support and positive behavioral intervention and supports, so they can meet the challenging state academic standards.
- Providing high-quality professional development for educators on effective strategies to integrate rigorous academic content, career and technical education, and work-based learning (if appropriate), which may include providing common planning time, to help prepare students for postsecondary education and the workforce.
- Providing high-quality, personalized professional development that is **evidence-based** for teachers, instructional leadership teams, principals, or other school leaders focused on improving teaching and student learning and achievement. Professional development can be in effectively integrating technology into instruction, using data to drive student achievement, engaging families and communities, helping students develop learning readiness for academic success, developing policy, and participating in experiential learning through observation.

Talent Management

The second category is focused on ensuring the equitable distribution of experienced, endorsed, and effective teachers. These activities could include recruitment, hiring, and retention initiatives. Other activities include class-size reduction, improving working conditions, and improvement of the district's educator evaluation and support system.

- Initiatives to recruit, hire and retain effective teachers, particularly in low-income schools to improve within-district equity in the distribution of effective teachers. Activities could include screening, differential and incentive pay, educator advancement and professional growth including leadership opportunities and multiple career paths, induction and mentoring programs, evaluation and support system quality improvement.

- Recruitment of qualified individuals from other fields to become teachers, principals or other school leaders.
- Reduce class size to a level that is **evidence-based** to improve student achievement through the recruiting and hiring of additional effective teachers.
- Developing feedback mechanisms to improve school working conditions, including periodically and publicly reporting results of educator support and working conditions.
- Develop or improve a rigorous, transparent and fair evaluation and support system for teachers, principals or other school leaders based in part on evidence of student achievement, which may include student growth; and on multiple measures of educator performance that provide clearly, timely and useful feedback.

Other Program Activities

The third category includes other program activities including trainings where Title II-A funds can be used. These include training and in-service where it is not necessary that the activity meets the definition of professional development. Title II-A includes program activities to support libraries, early learning, gifted and talented, and science, technology, engineering, and math (STEM). In addition, any evidence-based activity is allowable that fits the purposes of Title II-A.

- Supporting the instructional services provided by effective school library programs.
- Increasing the knowledge base of educators on instruction in the early grades and on strategies to measure whether young children are progressing, or increasing the ability of principals or other school leaders to support meeting the needs of students through age 8, which may include providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school.
- Providing training to support the identification of gifted and talented students, including high-ability students not formally identified for gifted education services and instructional practices that support the education of such students including (i) early entrance to kindergarten; (ii) enrichment, acceleration, and curriculum compacting activities; and (iii) dual or concurrent enrollment programs in secondary school and postsecondary education.
- Providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize sexual abuse.
- In-service training for school personnel to understand when and how to refer students affected by trauma, mental illness, safety, peer interaction, alcohol and drug abuse, and chronic absenteeism.
- Developing and providing comprehensive systems of support for educators promoting high-quality instruction and instructional leadership in science, technology, engineering and mathematics, including computer science.
- Carrying out other activities that are **evidence-based** that meet the purpose of this title.

Appendix G: Title III-A Language Instruction for English Learners and Immigrant Students

Purpose [§3102]

The purpose of the English Language Acquisition, Language Enhancement, and Academic Achievement Act is to:

- (1) help ensure that children who are English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;
- (2) assist all English Learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging state academic standards that all children are expected to meet;
- (3) assist teachers (including preschool teachers), principals and other school leaders, state educational agencies and local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction for educational programs designed to assist in teaching English learners, including immigrant children and youth;
- (4) assist teachers (including preschool teachers), principals and other school leaders, state educational agencies, local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings; and
- (5) promote parental, family and community participation in language instruction educational programs for the parents, families and communities of English learners.

District Plan [§3116]

Each eligible entity desiring a sub-grant from the state educational agency under section 3114 shall submit a plan to the state educational agency and will contain such information as the state may require. Each plan submitted shall:

- (1) describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the sub-grant that will help English learners increase their English language proficiency and meet the challenging state academic standards;
- (2) Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under this subpart assist English learners in
 - (a) Achieving English proficiency based on the state's English language proficiency assessment under section 1111(b)(2)(G), consistent with the state's long-term goals, as described in section 1111(c)(4)(A)(ii) and
 - (b) Meeting the challenging state academic standards;-
- (3) A description of how the eligible entity will promote parental, family, and community engagement in the education of English learners;
- (4) Contain assurances that –
 - (a) Each local educational agency that is included in the eligible entity is complying with section 1112(e) prior to, and throughout, each school year as of the date of application;
 - (b) The eligible entity is not in violation of an state law, including state constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;
 - (c) The eligible entity consulted with teachers, researchers, school administrators, parents, and family members, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and
 - (d) The eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.

Teacher Fluency [§3116(c)]

Each eligible entity receiving a sub-grant under section 3114 shall include in its plan a certification that all teachers in any language instructional education program for English learners that is, or will be, funded under this part, are fluent in English and any other language used for instruction, including having written and oral communication skills.

Program Activities [§3115(c) & (d)]

Required Activities

A district receiving funds under Section 3114(a) shall use the funds:

- (1) to increase the English proficiency of English Learners by providing effective language instruction educational programs that meet the needs of English learners and demonstrate success in increasing:
 - (A) English language proficiency; and
 - (B) student academic achievement
- (2) to provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel, that is:
 - (C) designed to improve the instruction and assessment of English learners;
 - (D) designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
 - (E) effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and
 - (F) of sufficient intensity and duration (which shall not include activities such as 1-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher, as appropriate; and
- (3) to provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for English learners, which –
 - (G) shall include parent, family, and community engagement activities; and
 - (H) may include strategies that serve to coordinate and align related programs.

Authorized Activities

A district may use the funds to achieve one of the purposes described in Section 3115(a) by undertaking 1 or more of the following activities:

- (1) Upgrading program objectives and effective instructional strategies.
- (2) Improving the instructional program for English learners by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures.
- (3) Providing to English learners –
 - (A) tutorials and academic or career and technical education for limited English proficient children; and

- (B) intensified instruction which may include materials in a language that the student can understand, interpreters, and translators.
- (4) Developing and implementing effective preschool, elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
- (5) Improving the English language proficiency and academic achievement of English learners.
- (6) Providing community participation programs, family literacy services, and parent and family outreach and training activities to English learners and their families:
 - (A) to improve the English language skills of English learners; and
 - (B) to assist parents and families in helping their children to improve academic achievement and becoming active participants in the education of their children.
- (7) Improving the instruction of English learners, which may include English learners with a disability, by providing for:
 - (A) the acquisition or development of educational technology or instructional materials;
 - (B) access to, and participation in, electronic networks for materials, training, and communication; and
 - (C) incorporation of the resources described in subparagraphs (A) and (B) into curricula and programs, such as those funded under this subpart.
- (8) Offering early college high school or dual or concurrent enrollment programs or courses designed to help English learners achieve success in postsecondary education.
- (9) Carrying out other activities that are consistent with the purposes of this section.

Definition of an English Learner (EL) Student [§8101(20)]

The term “English Learner,” when used with respect to an individual, means an individual:

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C)
 - (i) who was not born in the United States or whose native language is a language other than English;
 - (ii)
 - (I) who is a Native American or Alaska Native, or a native resident of the outlying areas (Virgin Islands, Guam, American Samoa, or Northern Mariana Islands); **and**
 - (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
 - (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual:
 - (i) the ability to meet the challenging state academic standards;
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

Definition of an Immigrant Student [§3201(5)]

The term “immigrant children and youth” 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 states for more than 3 full academic years.

Appendix H: Title IV-A Student Support and Academic Enrichment

Allowable Activities

Activities funded by Title IV-A must fall into one (or more, depending on the program or activity) of the following Priority categories. Examples of allowable activities are given for each Priority category; this is not a comprehensive list.

1. Activities to Support Well-Rounded Educational Opportunities (Section 4107)

The first purpose of Title IV-A is to support a well-rounded education by providing an enriched curriculum and educational experiences to all students. A well-rounded education helps students make important connections among their studies, their curiosities, their passions, and the skills they need to become critical thinkers and productive members of society. Research supports the benefits of a well-rounded education. Districts receiving Title IV-A funds shall use a portion of these funds to develop and implement programs and activities that support access to a well-rounded education and that are coordinated with other schools and community-based services and programs and that may be conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this section. These activities may include:

- (a) Science, technology, engineering, and mathematics programming and activities
- (b) Arts and music programs that promote problem solving and conflict resolution
- (c) Foreign language instruction
- (d) History, civics, economics, geography, and environmental education
- (e) College and career counseling
- (f) Social-emotional learning
- (g) Accelerated learning programs
- (h) High school redesign with dual or concurrent enrollment and early college high schools

2. Activities to Support Safe and Healthy Schools (Section 4108)

The second purpose of Title IV-A is to support improved school conditions for student learning. When students are healthy and feel safe and supported, they are more likely to succeed in school. Schools have made significant progress toward improving school safety and on many measures schools are safer than they have ever been. However, significant changes remain. Districts receiving Title IV-A funds shall use a portion of these funds to develop, implement, and evaluate comprehensive programs and activities that: are coordinated with other schools and community-based services and programs; foster safe, healthy, supportive, and drug-free environments that support student academic achievement; promote the involvement of parents in the activity or program; may be conducted in partnership with an Institution of Higher Education (IHE), business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities authorized under section 4108, and; May include a wide variety of programs and activities, such as:

- (a) Drug and violence prevention
- (b) Preventing the use of alcohol, tobacco, smokeless tobacco, electronic cigarettes
- (c) School-based mental health services
- (d) Health and safety practices in school athletics programs
- (e) Healthy, active lifestyle, nutritional education
- (f) Physical activities
- (g) Trauma-informed classroom management

- (h) Chronic disease management
- (i) Bullying and harassment prevention
- (j) Relationship-building skills
- (k) Dropout prevention
- (l) Re-entry programs and transition services for justice involved youth
- (m) Child sexual abuse awareness and prevention
- (n) Reducing the use of exclusionary discipline practices and promoting supportive school discipline
- (o) Suicide prevention
- (p) Training for school personnel in drug, violence, trafficking, and trauma

3. Activities to Support the Effective Use of Technology (Section 4109)

The third purpose of the Title IV-A funding is to improve the use of technology and thus improve the academic achievement, academic growth, and digital literacy of all students. Expenditures may include:

- (a) Providing educators, school leaders, and administrators with the professional learning tools, devices, content and resources to
 - (i) Provide personalized learning
 - (ii) Discover, adapt and share high-quality resources
 - (iii) Implement blended learning strategies
 - (iv) Implement school and district-wide approaches to inform instruction, support teacher collaboration, and personalize learning
- (b) Building technological capacity
- (c) Developing strategies for use of digital learning technologies
- (d) Professional development
- (e) Remote access for students in rural/remote/underserved areas
- (f) Help educators learn how to use technology to increase the engagement of English Learner students
- (g) Develop or implement specialized or rigorous academic courses using technology, including assistive technology
- (h) Support professional learning for STEM, including computer science

*Schools must make assistive technology available to students with disabilities when that technology is necessary to provide access to the curriculum for the student to receive a free appropriate public education (FAPE) under the Individuals with Disabilities Education Act and section 504 of the Rehabilitation Act

*When a school provides technology to students without disabilities, the benefits provided by that technology must also be made available to students with disabilities in an equally accessible and equally integrated manner

Funding Allocations

Districts Receiving Less than \$30,000

Must allocate funds to at least one priority area. The district can choose to allocate funds to the remaining two priority areas but it is not required.

If funds are allocated to Priority 3: Effective use of technology - A Special Rule states that **no more than 15 percent of funds in priority 3: effective use of technology** may be spent on devices, equipment, software applications, platforms, digital instructional resources and/or other one-time IT purchases. [Section 4109(b)]

Districts Receiving \$30,000 or More

Must allocate funds to all three priority areas meeting the minimum requirements of:

- **Priority 1: Well- Rounded Education** - At least 20 percent of funds for activities to support well-rounded educational opportunities;
- **Priority 2: Safe and Healthy Students** - At least 20 percent of funds for activities to support safe and healthy students; and
- **Priority 3: Effective Use of Technology** - A portion of funds for activities to support effective use of technology.
 - A portion of funds means anywhere from 1 percent to 60 percent.
 - For the funds allocated to Priority 3 - A Special Rule states that **no more than 15 percent of funds in priority 3: effective use of technology** may be spent on devices, equipment, software applications, platforms, digital instructional resources and/or other one-time IT purchases. [Section 4109(b)]

Appendix I: McKinney-Vento Homeless Assistance Act, Subtitle VII-B Education of Homeless Children and Youth

Purpose

The purpose of the McKinney-Vento Homeless Education Assistance Act is to ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths. [McKinney-Vento Homeless Education Assistance Act Section 721]

Definition of Homeless Children and Youth [McKinney-Vento 725(2)]

The term “homeless children and youth” means individuals who lack a fixed, regular, and adequate nighttime residence and includes:

- (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camp grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
- (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- (iv) migratory children (as defined in 1309 of ESEA) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

Responsibilities of the School District [McKinney-Vento 722]

- Ensure that homeless children and youths have equal access to the same public education including public preschool as provided to other children and youths;
- Review and revise laws, regulations, practices or policies that may act as a barrier to the immediate identification, enrollment, attendance or success of homeless children and youth;
- Immediately enroll a homeless child or youth in the school in which enrollment is sought, even if normally required records and deadlines are missing; in the case of an enrollment dispute, the homeless 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;
- Ensure full participation without segregation from the mainstream school environment;
- Ensure the opportunity to meet the same challenging state academic standards to which all students are held;
- Ensure that homeless children and youths are identified and that their needs are assessed by designating a district liaison as the key contact between homeless families, school staff, district personnel and other service providers;
- Ensure continued enrollment in school of origin, or other school, if determined to be in student’s best interest after conducting a best-interest determination. Provide transportation to and from the school of origin;

- Ensure information about a homeless child's or youth's living situation shall be treated as a student education record, and shall not be deemed to be directory information, under section 444 of the General Education Provisions Act [20 USC 1232g];
- Ensure coordination of services for homeless children and youths with disabilities

Duties of District Homeless Liaison [McKinney-Vento 722(g)(6)]

The district homeless liaison coordinates service to ensure that:

- Homeless children and youth are identified by school personnel and through outreach and coordination activities with other entities and agencies;
- Homeless students are immediately enrolled in, and have full and equal opportunity to succeed in, the schools of the district;
- Homeless children and youth and their families receive educational services for which they are eligible, including Head Start, Even Start, and preschool programs administered by the district, and early intervention services under part C of the Individuals with Disabilities Education Act [20 USC Section 1431 et seq.];
- Homeless children and youth and their families receive referrals to health care, mental health, substance abuse, dental, housing, and other appropriate services;
- Parents or guardians of homeless children and youth are informed of educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
- Parents and guardians and unaccompanied youth are fully informed of all transportation services, including transportation to and from the school of origin, and are assisted in accessing transportation services;
- Enrollment disputes are promptly mediated in accordance with requirements of the McKinney-Vento Act;
- Public notice of the educational rights of homeless students is disseminated in locations frequented by parents or guardians of such children and youth, and unaccompanied youth, including schools, shelters, public libraries, soup kitchens, and other places where they receive services under the McKinney-Vento Act, and in an understandable manner and format;
- Unaccompanied youth are informed of their status as independent students under section 480 of the Higher Education Act [20 USC 1087vv] and that liaisons verify this status in order to assist unaccompanied youth in filling out the FAFSA (as described in section 483 of the HEA, 20 USC 1090); and
- The homeless liaison must work in cooperation with others, who have responsibility both in and outside of the schools to serve homeless children, including, at least, principals, school staff, nurses, food service personnel, counselors, health clinic staff, social service staff, shelter staff, and transitional housing staff.

Professional Development

The term ‘professional development’ means activities that—

- (A) are an integral part of school and local educational agency strategies for providing educators (including teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, and, as applicable, early childhood educators) with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging state academic standards; and
- (B) are sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused, and may include activities that—
 - (i) improve and increase teachers’ —
 - (I) knowledge of the academic subjects the teachers teach;
 - (II) understanding of how students learn; and
 - (III) ability to analyze student work and achievement from multiple sources, including how to adjust instructional strategies, assessments, and materials based on such analysis;
 - (ii) are an integral part of broad Schoolwide and districtwide educational improvement plans;
 - (iii) allow personalized plans for each educator to address the educator’s specific needs identified in observation or other feedback;
 - (iv) improve classroom management skills;
 - (v) support the recruitment, hiring, and training of effective teachers, including teachers who became certified through state and local alternative routes to certification;
 - (vi) advance teacher understanding of—
 - (I) effective instructional strategies that are evidence-based; and
 - (II) strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers;
 - (vii) are aligned with, and directly related to, academic goals of the school or local educational agency;
 - (viii) are developed with extensive participation of teachers, principals, other school leaders, parents, representatives of Indian tribes (as applicable), and administrators of schools to be served under this Act;
 - (ix) are designed to give teachers of English learners, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;
 - (x) to the extent appropriate, provide training for teachers, principals, and other school leaders in the use of technology (including education about the harms of copyright piracy), so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and academic subjects in which the teachers teach;
 - (xi) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;
 - (xii) are designed to give teachers of children with disabilities or children with developmental delays, and other teachers and instructional staff, the knowledge and skills to provide instruction and academic support services, to those children, including positive behavioral interventions and supports, multi-tier system of supports, and use of accommodations;
 - (xiii) include instruction in the use of data and assessments to inform and instruct classroom practice;
 - (xiv) include instruction in ways that teachers, principals, other school leaders, specialized instructional support personnel, and school administrators may work more effectively with parents and families;

- (xv) involve the forming of partnerships with institutions of higher education, including, as applicable, Tribal Colleges and Universities as defined in section 316(b) of the Higher Education Act of 1965 (20 USC1059c(b)), to establish school-based teacher, principal, and other school leader training programs that provide prospective teachers, novice teachers, principals, and other school leaders with an opportunity to work under the guidance of experienced teachers, principals, other school leaders, and faculty of such institutions;
- (xvi) create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under Title I-A) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers;
- (xvii) provide follow-up training to teachers who have participated in activities described in this paragraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom; and
- (xviii) where practicable, provide jointly for school staff and other early childhood education program providers, to address the transition to elementary including issues related to school readiness.

Source: Title VIII – General Provisions, Sec 8022. Definitions

Evidence-Based

(A) IN GENERAL. Except as provided in subparagraph (B), the term "evidence-based", when used with respect to a state, local educational agency, or school activity, means an activity, strategy, or intervention that—

- (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—
 - (I) strong evidence from at least one well-designed and well-implemented experimental study;
 - (II) moderate evidence from at least one well-designed and well-implemented quasi-experimental study; or
 - (III) promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or
- (ii)
 - (I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and
 - (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

(B) DEFINITION FOR SPECIFIC ACTIVITIES FUNDED UNDER THIS ACT.

When used with respect to interventions or improvement activities or strategies funded under section 1003, the term "evidence-based" means a state, local educational agency, or school activity, strategy, or intervention that meets the requirements of sub-clause (I), (II), or (III) of subparagraph (A)(i).

Source: Title VIII – General Provisions, Sec 8022. Definitions

Resources

- [What Works Clearinghouse](http://ies.ed.gov/ncee/wwc/) (ies.ed.gov/ncee/wwc/)
- [Identifying and Implementing Educational Practices Supported by Rigorous Evidence: A User Friendly Guide](http://ies.ed.gov/ncee/pubs/evidence_based/appendix_a.asp) (ies.ed.gov/ncee/pubs/evidence_based/appendix_a.asp)
- [Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments](http://www2.ed.gov/policy/elsec/leg/essa/guidanceuseinvestment.pdf) (www2.ed.gov/policy/elsec/leg/essa/guidanceuseinvestment.pdf)

Appendix K: Joint Guidance on Ensuring the Educational Stability of Children in Foster Care

Overview

The Every Student Succeeds Act (ESSA) of 2015 and the Fostering Connections to Success and Increasing Adoptions Act of 2008 have included elements to ensure the educational stability of children in foster care, including the requirement that students in foster care remain in their “school of origin,” unless a determination is made that it is not in the child’s best interest.

To meet these federal statutory requirements, each Alaska school district and the Office of Children’s Services must work together. To help facilitate this process, the Alaska Department of Education & Early Development (DEED) and Alaska’s Office of Children’s Services (OCS) have collaborated to create this document that establishes roles, definitions, and procedures for supporting students in foster care and ensuring compliance with federal statutes.

This Alaska joint guidance is based upon the four federal documents listed below and cited throughout:

- [Elementary and Secondary Education Act, as amended by Every Student Succeeds Act of 2015](https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-legislation-table-contents/) (https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-legislation-table-contents/)
- [Fostering Connections to Success and Increasing Adoptions Act of 2008](https://www.govinfo.gov/content/pkg/PLAW-110publ351/pdf/PLAW-110publ351.pdf) (https://www.govinfo.gov/content/pkg/PLAW-110publ351/pdf/PLAW-110publ351.pdf)
- [Title 45 Code of Federal Regulations Part 1355](https://www.govinfo.gov/content/pkg/CFR-2015-title45-vol4/xml/CFR-2015-title45-vol4-part1355.xml) (https://www.govinfo.gov/content/pkg/CFR-2015-title45-vol4/xml/CFR-2015-title45-vol4-part1355.xml)
- [Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care, Joint Guidance Issued by USED and HHS, June 23, 2016](https://www2.ed.gov/policy/elsec/leg/essa/edhhsfostercarenonregulatorguide.pdf) (referenced as “Joint Federal Guidance”) (https://www2.ed.gov/policy/elsec/leg/essa/edhhsfostercarenonregulatorguide.pdf)

In addition to this joint guidance document, DEED and OCS have provided the following two sample templates that districts may use to efficiently collaborate with OCS. Alternatively, districts may create their own unique agreements with OCS, but must ensure that all required elements of ESSA and the Fostering Connections Act are included.

- **“Memorandum of Understanding to Ensure Educational Stability of Children in Foster Care”** (To document points of contact, affirm Joint Guidance, and identify transportation agreement)
- **“Foster Care Student Transportation Agreement”** (To arrange transportation and associated funding for an individual student in foster care)

To find statutes, guidance, templates, and resources, see the Foster Care link on the [DEED ESEA page](https://education.alaska.gov/esea) (education.alaska.gov/esea).

Definition of Foster Care [45 CFR § 1355.20(a)]

The federal definition of “foster care” is “24-hour substitute care for children placed away from their parents or guardians and **for whom the title IV-E agency has placement and care responsibility**. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed and payments are made by the State, Tribal or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is Federal matching of any payments that are made.” In the definition above, Title IV-E refers to the Social Security Act. OCS is the state Title IV-E agency in Alaska.

Providing Point of Contact [ESEA 1112(c)(5)(A); Joint Federal Guidance, page 21]

In order to facilitate collaboration between the school district and OCS, each will designate a Point of Contact (POC). If the assigned staff member changes, the host organization will contact the other to provide contact information for the new POC.

The district will also provide current Point of Contact information to the Alaska Department of Education & Early Development's Foster Care Point of Contact: Jessica Paris; jessica.paris@alaska.gov; 907-465-8716

Sharing Information [20 U.S.C. § 1232g; 34 CFR Part 99; Joint Federal Guidance, pages 23-24]

In order to make timely, informed decisions regarding students in foster care, the school district and OCS will efficiently share and safeguard necessary information while respecting all relevant student privacy laws, including the Family Education Rights and Privacy Act (FERPA). Additionally, ESEA as amended by ESSA now requires that the status of a student in foster care be shared so that assessment and graduation data can be reported for students in foster care as a sub-group.

The OCS case worker will inform the school principal or their designee as soon as possible after the student is first taken into protective care and when a student already in protective care has a change in placement. The OCS case worker will provide the principal or designee additional information including guardian contact information, OCS case worker contact information, student's new address, and whether there are persons restricted or prohibited from seeing child, etc.

For a greater understanding of how data should be shared between school districts and OCS, see the August 2014 "[Guidance for Education Data Sharing for Alaska Children in Out-of-Home Care](https://education.alaska.gov/ESEA/TitleX-C/docs/Data_Sharing_Guidance.pdf)" (education.alaska.gov/ESEA/TitleX-C/docs/Data_Sharing_Guidance.pdf) jointly issued by the Alaska Department of Health & Social Services and the Department of Education & Early Development.

Remaining in School of Origin [ESEA 1111(g)(1)(E)(i); Joint Federal Guidance, pages 8 & 11]

The district and OCS both affirm their commitment to students remaining in their school of origin--unless it is determined not to be in the student's best interest--until the time the child exits foster care.

Both organizations define "school of origin" as the school in which the child was enrolled (or would have been enrolled) immediately prior to being placed into foster care. If a child's foster care placement changes, the "school of origin" would then be considered the school in which the child was enrolled immediately prior to the placement change.

OCS affirms that when choosing a foster care placement for a child, they will take into account a placement's proximity to the child's school of origin, as well as appropriateness of the current educational setting.

If needed, the district will allow any student in foster care an in-district attendance area exception so the student can continue in his or her school of origin. The exception can apply across external district boundaries as well, when the student's foster placement is in a neighboring district and the school of origin is close enough for this to be feasible.

OCS will direct foster parents and caregivers **not** to remove the foster child from his or her current school or enroll them in a different school unless a determination of the student's best interest has been formally made in consultation with several stakeholders.

Determining Student's Best Interest [ESEA 1111(g)(1)(E); Joint Federal Guidance, pages 12-15]

Sometimes transferring schools, instead of remaining in the school of origin, is actually in the overall best interest of a child. Therefore, OCS and the school district are able to enroll a student in a new school if it has been documented that it was not in the best interest of the student to remain in the school of origin.

The best interest determination must be made with input from OCS, the school district, and other applicable stakeholders such as the case worker, the foster parent, staff from the school of origin, district Point of Contact, parent (if appropriate), student (if appropriate), the Guardian ad Litem, and others as appropriate. Ideally, the decision will be made through a meeting with all involved parties, either in-person, virtually, or telephonically. When such a meeting is not possible, information may be gathered by phone or email from applicable parties.

Except in the case of emergency, the student will not be removed from the school of origin and enrolled in another prior to this best interest consultation occurring; however, in the event a child's foster placement is in a new community that is not connected by road to the school of origin, or is more than 50 miles away by road, it may be assumed that it is **not** in the child's best interest to remain enrolled in and be transported to the school of origin.

When determining whether changing schools would be in the student's best interest, participants will consider the appropriateness of the current educational setting (at the school of origin) as well as the foster placement's proximity to the school of origin. More specifically, the participants may consider some or all of the following:

- How long is the placement expected to last and what is the permanent plan?
- How many schools has the child attended this year? The past few years?
- How strong is the child academically? How well are they likely to handle any disruption to instruction?
- Which school does the child prefer? Why?
- Does the child have siblings attending one of the schools?
- Would the timing of a transfer coincide with a logical juncture such as the end of the school year?
- How would the length of commute impact the child?
- Does the youth have any anxieties about the upcoming move or changes in his/her life?
- Are there any safety issues to consider related to the commute or related to the school?
- Does the student have any special instructional needs better met by one school?
- Is the student strongly connected to the school and/or involved in school related or extra-curricular activities?
- Transportation costs should not be considered when determining a child's best interest, which is consistent with the program instruction released by HHS subsequent to the passage of the Fostering Connections Act.
- If consensus about best interest cannot be reached, OCS will make the final decision.
- A new meeting to reconsider or determine what school enrollment is in the student's best interest can be held at any time a change seems warranted.

[Transportation to School of Origin \[ESEA 1112\(c\)\(5\)\(B\); Joint Federal Guidance, pages 15-18\]](#)

Because a child in foster care's ability to remain in the school of origin may depend upon the provision of transportation to a school outside of the normal attendance area of the child's foster care residence, the school district and OCS agree to work together to arrange, provide, and fund cost-effective transportation to the school of origin.

To clarify roles and procedures for transporting foster students to their school of origin—including which agency pays for “additional costs”—a separate agreement for transportation procedures will be developed and signed by the district and OCS. For a smaller district, the parties may agree to simply adopt the *Foster Care Student Transportation Agreement* template provided by DEED and OCS and then complete it for each foster child as needed. Alternatively, for larger districts the parties may want to create a district-specific document such as a master transportation contract that covers all children in foster care that are eligible for transportation. Regardless, transportation agreements must identify the best transportation option for a child, determine whether the chosen transport will incur “additional costs,” and clarify how those costs will be covered (by the district, by OCS, or shared). Considerations for the transportation agreement include:

- For the first two weeks of a new foster home placement, OCS or their designee (e.g. foster parent) will arrange and, if necessary, provide all transport to and from the school of origin.
- Both agencies agree that even if a district's standard policy is to provide no transportation for any student (e.g. everyone walks), or to specific schools (e.g. no transportation to charter schools), or from a specific area (e.g. beyond bus route boundary) transportation must be provided to the school of origin for the student in foster care if needed.
- Both agencies define "additional costs" for transporting a child in foster care to or from the school of origin as only those costs that exceed what a district would normally allot for a student's transportation, and thus an allowable use of OCS IV-E funds for students who are eligible. Similarly, "additional costs" may include a portion of an FTE for the district staff arranging and coordinating the transportation if it is beyond what is regularly done.
- Both agencies acknowledge that it is allowable for a district to use ESEA Title I-A funds to cover "additional costs" to transport a child in foster care to their school of origin, regardless of whether the school has been designated a Title I-A school.
- If a student would normally be eligible for unique transportation due to special needs (e.g. a student with special transport needs in IEP), the agencies agree that the district funds that normally cover the cost of that transport will be used and so it is highly unlikely there would be any "additional costs" for OCS or Title I-A to cover.
- Both agencies affirm they will aim to use the most developmentally-appropriate, efficient, and lowest-cost option when selecting transportation to the school of origin over more expensive options. Transportation options typically include walking or using district bus routes, having the foster family provide a ride, or using a taxi cab or snow machine; however, what is best will be unique to the needs and age of the student and the geography of the community. Some communities may have other options like municipal bus passes, district mini-busses, or OCS vans.
- Both agencies agree, in the event a student is involved with two or more school districts, the "district" refers to the school district in which the student remains enrolled in the student's school of origin.
- Both agencies agree that the authorized representative who signs a transportation agreement assures that he or she has the authority to authorize the level of funding as determined in the agreement.
- If it has been determined to be in the student's best interest to transfer out of the school of origin and into a new school, none of the transportation protocols described in the section above will apply. Instead, standard district transportation procedures will be followed.
- Both agencies agree that no child in foster care will experience disruptions to school attendance due to any dispute between the agencies regarding transportation.

Immediate Enrollment [ESEA 1111(g)(1)(E); Joint Federal Guidance, page 20]

If it is formally determined that it is in the best interest of a child in foster care to move to a new school, the district agrees to expedite the related processes so that the child experiences no delay between leaving the school of origin and beginning at the new school.

If the district is receiving a child in foster care as a new student from a school within or from outside their district, they will immediately enroll the student, even if records normally required for enrollment are not available. The enrolling school will immediately contact the school last attended to obtain the relevant academic and other records.

If a school or district is contacted by another school or district requesting a child in foster care's student records needed for enrollment, the contacted agency will expedite the request to help avoid a disruption to the student's education. OCS will instruct foster parents to alert districts when enrolling a student in a new school that the student is in foster care and thus should be given expedited enrollment in accordance with ESSA.

Appendix L: Available Budget Tags

Title I-A Tags

- No tags available.

Title I-C Tags

Consolidating Schools (if applicable)

- Consolidated into a I-A SW Program (CS=ConYes)
- Targeting Migratory Children (CS=ConNo)

Title I-D Tags

Use of Funds

- Transitional Activities (UF=TA)

Title II-A Tags

- No tags available.

Title III-A Tags

Required Activities

- Effective LIEPs (RA=LIEP)
- Effective professional development (RA=PD)
- Effective parent, family, and community engagement activity (RA=PFCE)

Title IV-A Tags

Priority Areas

- I: Well-Rounded Education (PA=WRE)
- II: Safe & Healthy Students (PA=SHS)
- III: Effective Use of Technology (PA=EUT)