



New Hampshire | LIVE FREE AND LEARN  
**Department of Education**

# **New Hampshire Department of Education Elementary and Secondary Education Act Checklist for Federal Programmatic Consolidated Monitoring**

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## Introduction and Purpose

One of the responsibilities of the Office of ESEA Title Programs at the New Hampshire Department of Education (NHED) is to monitor the use of Federal funds in accordance with regulations governing the 1965 *Elementary and Secondary Education Act (ESEA)*, as reauthorized by the 2015 *Every Student Succeeds Act (ESSA)*. Monitoring is the examination of a Local Educational Agency's (LEA) administration and implementation of a Federal education grant to ensure 1) compliance with applicable Federal requirements; 2) that LEA performance goals are being achieved as stated in [2 C.F.R. § 200.328](#); and 3) ensure fiscal compliance with Federal requirements as stated in [2 C.F.R. § 200.327](#) (fiscal monitoring is conducted by the Bureau of Federal Compliance (BFC) within NHED).

The purpose of this document is to provide the LEA with a checklist to ensure that these requirements are met. For more information about NHED's monitoring plan, please refer to the NHED website here: [ESEA Consolidated Monitoring Program | Department of Education \(nh.gov\)](#).

## ESEA Consolidated Monitoring Programs

- Title I, Part A, Improving the Academic Achievement of the Disadvantaged,
- Title I, Part D, Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk,
- Title II, Part A, Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders,
- 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, Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC)
- Title V, Part B, Subpart I, Rural Education Initiative, Subpart 2, Rural and Low-Income School Program (RLIS), and
- Title IX, Part A, Education for the Homeless and Other Laws (McKinney Vento)

# ESEA Consolidated Monitoring Checklist

## Transparent Accountability

Policies, Procedures, and Requirements		
Indicator	Indicator Citation	Supporting Documents and Resources
PPR 1	Charges to Federal awards for salaries and wages, including stipends, must be based on records that accurately reflect the work performed. <a href="#">2 C.F.R. §200.430(i)</a>	<p><b>a. Submit to NHED:</b> The LEA’s written procedures for Time and Effort Records which must:</p> <ol style="list-style-type: none"> <li>1. Be supported by a system of internal control which provides reasonable assurance that the charges are accurate, allowable, and properly allocated;</li> <li>2. Be incorporated into the official records of the non-Federal entity;</li> <li>3. Reasonably reflect the total activity for which the employee is compensated by the non-Federal entity, not exceeding 100% of compensated activities;</li> <li>4. Encompass both federally assisted, and all other activities compensated by the non-Federal entity on an integrated basis, but may include the use of subsidiary records as defined in the non-Federal entity’s written policy;</li> <li>5. Comply with the established accounting policies and practices of the non-Federal entity;</li> <li>6. Support the distribution of the employee’s salary or wages among specific activities or cost objectives if the employee works on more than one Federal award; a Federal award and non-Federal award; an indirect cost activity and a direct cost activity; two or more indirect activities which are allocated using different allocation bases; or an unallowable activity and a direct or indirect cost activity.</li> </ol> <p>Budget estimates (i.e., estimates determined before the services are performed) alone do not qualify as support for charges to Federal awards but may be used for interim accounting purposes.</p> <p><b>b. Submit to NHED:</b> Sample Time and Effort Records.</p> <p>Note: The NHED reviewer will notify the LEA which federally paid personnel were randomly selected to have their time distribution records submitted for review.</p>
PPR 2	The LEA maintains original records. If records are electronic, there is no need to create and retain paper copies. Both types of records may be subject to periodic quality control reviews. <a href="#">2 C.F.R. §200.334</a>	<p><b>a. Submit to NHED:</b> The LEA’s written procedures for maintaining and storing original records, both paper and electronic. Procedures must include reasonable safeguards for ensuring that the records are not altered.</p>

<p><b>PPR 3</b></p>	<p>Travel costs are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the non-Federal entity. Such costs may be charged on an actual cost basis, on a per diem or mileage basis in lieu of actual costs incurred, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip, and results in charges consistent with those normally allowed in like circumstances in the non-Federal entity’s non-federally funded activities and in accordance with non-Federal entity’s written travel reimbursement policies. <a href="#">2 C.F.R. §200.475</a></p>	<p><b>a. Submit to NHED:</b> The LEA’s written travel policy.</p>
<p><b>PPR 4</b></p>	<p>Each recipient of a grant or subgrant under the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) display, in a public place, the hotline contact information of the Office of Inspector General of the Department of Education so that any individual who observes, detects, or suspects improper use of taxpayer funds can easily report such improper use. <a href="#">20 U.S.C. §7933</a></p>	<p><b>a. Submit to NHED:</b> Evidence for the location of the hotline contact information for the Office of Inspector General of the United States Department of Education. Evidence might include a photograph of the information posted on a wall or a screenshot of the information located on the LEA’s website.</p>
<p><b>PPR 5</b></p>	<p>A local educational agency that receives assistance under this part shall prepare and disseminate an annual local educational agency report card that includes information on such agency as a whole and each school served by the agency. Each local educational agency report card shall be—</p> <ul style="list-style-type: none"> <li>(i) concise;</li> <li>(ii) presented in an understandable and uniform format, and to the extent practicable, in a language that parents can understand; and</li> <li>(iii) accessible to the public, which shall include— <ul style="list-style-type: none"> <li>a. placing such report card on the website of the local educational agency; and</li> </ul> </li> </ul> <p>in any case in which a local educational agency does not operate a website, providing the information to the public in another manner determined by the local educational agency. <a href="#">ESSA, Section 1111 (2)(h)(1)(A)</a> and <a href="#">ESSA Section 1111(2)(h)(1)(B)(iii)</a></p>	<p><b>a. Submit to NHED:</b> Evidence of the most recent school report card dissemination. Evidence might include a link to the NHED iReport website posted on the LEAs website, a letter, an email, or notification in a school newsletter.</p>

<b>PPR 6</b>	<p>The non-Federal entity must maintain written standards of conduct covering conflicts of interest and governing the performance of its employees engaged in the selection, award and administration of contracts.</p> <p><a href="#">2 C.F.R. §200.318(c)</a></p>	<p><b>a. Submit to NHED:</b> The LEA’s written conflict of interest policy (also address the written disclosure of potential conflict of interest).</p> <p>Note: The non-Federal entity must disclose in writing any potential conflict of interest to the Federal awarding agency or pass-through entity in accordance with applicable Federal awarding agency policy. <a href="#">2 C.F.R. §200.112</a></p>
		<p><b>b. Submit to NHED:</b> All violations (for the past two years) of Federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the Federal award (if applicable). Failure to make required disclosures can result in any of the remedies described in <a href="#">2 C.F.R. § 200.339</a> Remedies for noncompliance, including suspension or debarment. <a href="#">2 C.F.R. §200.113</a></p>

## Equitable Services (ES) to Non-Public Schools

Title VIII, Part F Uniform Provisions, Subpart 1 – Private Schools		
Indicator	Indicator Citation	Supporting Documents and Resources
ES 1	The LEA shall provide services to private schools' students and teachers in an equitable manner based on the needs of the private school(s) desiring to participate. <a href="#">ESSA, Section 1117(a)(1) and 8501(c)</a>	<p><b>a. Submit to NHED:</b> LEA's written procedures for determining program services to the non-public students and teachers, to include <a href="#">ESSA, Section 1117 (b)</a>:</p> <ol style="list-style-type: none"> <li>1. how the student's needs will be identified;</li> <li>2. what services will be offered;</li> <li>3. how, where, and by whom the services will be provided;</li> <li>4. how the services will be academically assessed and how the results of that assessment will be used to improve services;</li> <li>5. the size and scope of the equitable services to be provided to the eligible private school students, the proportion of funds that is allocated under subsection (a)(4)(A) for such services, and how that proportion of funds is determined;</li> <li>6. the method or sources of data that are used to determine the number of students from low-income families in participating school attendance areas who attend private schools;</li> <li>7. how and when the LEA will make decisions about the delivery of services to such students, 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;</li> <li>8. how, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the local educational agency will provide in writing to such private school officials an analysis of the reasons why the local educational agency has chosen not to use a contractor;</li> <li>9. whether the LEA shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;</li> <li>10. whether to provide equitable services to eligible private school students -             <ol style="list-style-type: none"> <li>a) by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or</li> <li>b) in the agency's participating school attendance area who attend private schools with the proportion of funds allocated</li> </ol> </li> </ol>

		<p>under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools.</p> <p>11. when, including the approximate time of day, services will be provided; and</p> <p>12. whether to consolidate and use funds provided in coordination with other programs.</p>
ES 2	<p>The control of funds used to provide services under this section, and title to materials, equipment, and property purchased with those funds, shall be in a public agency for the uses and purposes provided in this Act, and a public agency shall administer the funds and property. <a href="#">ESSA, Section 8501(d)(1)</a></p> <p>In the provision of those services, the employee, person, association, agency, organization, or other entity shall be independent of the private school and of any religious organization, and the employment or contract shall be under the control and supervision of the public agency. <a href="#">ESSA, Section 8501(d)(2)(B)</a></p>	<p><b>a. Submit to NHED:</b> Evidence for funds spent on services and materials for students, teachers and other school leaders for the current and the previous fiscal year for <u>each</u> participating non-public school. Evidence might include the conferences attended, student services, materials ordered, etc. Two samples per non-public school are required.</p> <p><b>b. Submit to NHED:</b> LEA written procedures for monitoring the Federal programs in which the non-public schools participate.</p>
ES 3	<p>If a local educational agency disagrees with the views of private school officials with respect to an issue described in paragraph (1), the local educational agency shall provide in writing to such private school officials the reasons why the local educational agency disagrees. <a href="#">ESSA, Sections 1117(b)(2) and 8501(c)(2)</a></p>	<p><b>a. Submit to NHED:</b> LEA’s Non-public School Written Complaint Procedures (including the right of the non-public school official to appeal any LEA decision to NHED).</p> <p><b>b. Submit to NHED:</b> Evidence that the complaint procedure has been shared with non-public school representatives. Evidence might include meeting agendas, email communication, etc.</p> <p><b>c. Submit to NHED:</b> If applicable, records of the LEA’s efforts to resolve any complaints made by non-public school representatives.</p>
ES 4	<p>The control of funds used to provide services under this section, and title to materials, equipment, and property purchased with those funds, shall be in a public agency for the uses and purposes provided in this Act, and a public agency shall administer the funds and property. <a href="#">ESSA, Section 8501(d)(1)</a></p>	<p><b>a. Submit to NHED:</b> For the previous fiscal year, LEA inventory list for each non-public school indicating that the LEA maintains control of all purchased materials and equipment.</p>



<p><b>ES 5</b></p>	<p>Services provided to private school children were provided by employees of the LEA or contracted by the LEA. <a href="#">ESSA, Sections 8501(a)(5); 8501(d)(2)(A)</a></p> <p>In the provision of those services, the employee, person, association, agency, organization, or other entity shall be independent of the private school and of any religious organization, and the employment or contract shall be under the control and supervision of the public agency. <a href="#">ESSA, Section 8501(d)(2)(B)</a></p>	<p><b>a. Submit to NHED:</b> Contract(s) of individual(s) providing services to non-public school students (if applicable).</p> <p><b>b. Submit to NHED:</b> Evidence of the LEA’s supervision of the individuals providing services to non-public school students. Evidence might include LEA-created monitoring forms, LEA-generated schedules, LEA-generated reports, etc.)</p>
<p><b>ES 6</b></p>	<p>To the extent consistent with the number of eligible children identified under <a href="#">ESSA, section 1115(c)</a> in the school district served by a local educational agency who are enrolled in private elementary schools and secondary schools, a local educational agency shall— ensure that teachers and families of the children participate, on an equitable basis, in services and activities developed pursuant to <a href="#">ESSA, section 1116</a>. <a href="#">ESSA, Section 1117(a)(1)(B)</a></p>	<p><b>a. Submit to NHED:</b> Evidence the LEA has offered parents/guardians of participating non-public school students inclusion in family engagement services and activities.</p>

## Transferability

Local Educational Agencies (LEAs) Funding Flexibility		
Indicator	Indicator Citation	Supporting Documents and Resources
FT 1	<p>LEAs have the flexibility to transfer up to 100% of the funds received under a specific title program to other programs. This authority gives LEAs the ability to better address the needs of their unique student populations and ensures the delivery of a meaningful program. <a href="#">ESSA, Section 5103</a></p> <p>Districts May Transfer Funds From <a href="#">ESSA, Section 5103(b)(2)</a>:</p> <ul style="list-style-type: none"> <li>• Title II Part A, Supporting Effective Instruction</li> <li>• Title IV Part A, Student Support and Academic Enrichment</li> </ul>	<p><b>a. Submit to NHED:</b> Evidence of three activities written in the Grants Management System (GMS) that utilized transfer flexibility to show that the LEA follows applicable rules. <a href="#">ESSA, Section 5103(e)</a>.</p>
	<p>Districts May Transfer Funds Into <a href="#">ESSA Section 5103(b)(1)(B)</a>:</p> <ul style="list-style-type: none"> <li>• Title I Part A, Improving the Academic Achievement of the Disadvantaged</li> <li>• Title I Part D, Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk</li> <li>• Title II Part A, Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders</li> <li>• Title III Part A, Language Instruction for English Learners and Immigrant Students</li> <li>• Title IV Part A, Student Support and Academic Enrichment</li> <li>• Title V Part B, Rural Education Initiative</li> </ul>	<p><b>b. Submit to NHED:</b> Evidence of consultation in accordance with <a href="#">ESSA, Section 8501</a>, if such transfer transfers funds from a program that provides for the participation of students, teachers, or other educational personnel, from private schools.</p>

## Specific ESEA Title Program Indicators

Title I, Part A, Improving the Academic Achievement of the Disadvantaged		
Indicator	Indicator Citation	Supporting Documents and Resources
IAD 1	<p>A LEA may receive a subgrant under this part for any fiscal year only if such agency has on file with the SEA a plan, approved by the State educational agency, that—</p> <ol style="list-style-type: none"> <li>is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with parents of children in schools served under this part; and</li> <li>as appropriate, is coordinated with other programs under this Act, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), <sup>[A]</sup> the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate. <a href="#">ESSA, Section 1112</a></li> </ol>	<p><b>a. Submit to NHED:</b> The LEAs most recent LEA Title I, Part A Plan approved by the SEA. A LEA receiving funds under more than one covered program may submit a consolidated approved plan in accordance with <a href="#">ESSA, Section 8305</a>.</p> <p>Note: The LEA will need to show proof of periodic review and necessary revisions conducted annually to approved plans. <a href="#">ESSA, Section 1112(a)(5)</a></p>
IAD 2	<p>An eligible school operating a schoolwide program shall develop a comprehensive plan with the involvement of parents and other members of the community to be served and individuals who carry out such plan including teachers, principals, and other school leaders <a href="#">ESSA, Section 1114(b)</a></p>	<p><b>a. Submit to NHED:</b> (If applicable) the most recent Schoolwide Program Plan or amended Title I, Part A plan inclusive of the schoolwide plan addressing the school needs <a href="#">ESSA, Section 1114(b)(7)</a>.</p> <p><b>b. Submit to NHED:</b> Evidence of involvement and making the schoolwide plan available to the LEA parents and the public. <a href="#">ESSA Section 1114(b)(4)</a>. Evidence may be notices of meetings, invitations and correspondence, agendas and minutes, website posting.</p>

<p><b>IAD 3</b></p>	<p>At the beginning of each school year, the LEA shall notify parents in all Title I, Part A served buildings that they may request information regarding the professional qualifications of students' classroom teachers. <a href="#">ESSA, Section 1112(e)(1)(A)</a></p> <p>A school that receives funds under this part shall provide to each individual parent of a child who is a student in such school, with respect to such student who is assigned/taught by a teacher over four or more consecutive weeks that does not meet state licensure requirements at grade/subject level. <a href="#">ESSA, Section 1112(e)(1)(B)(ii)</a></p>	<p><b>a. Submit to NHED:</b> Parents-Right-to-Know statement notifying parents about their rights to request information regarding the professional qualifications of the student's classroom teacher(s) and paraprofessionals. <a href="#">ESSA, Section 1112(e)(1)(A)</a></p> <p><b>b. Submit to NHED:</b> Evidence of a Parent Notification Letter regarding a classroom teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned. <a href="#">ESSA, Section 1112(e)(1)(b)(ii)</a></p>
<p><b>IAD 4</b></p>	<p>A school that receives funds under this part shall provide to each individual parent of a child who is a student in such school, with respect to such student information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part. <a href="#">ESSA, Section 1112(e)(1)(B)(i)</a></p>	<p><b>a. Submit to NHED:</b> Evidence the LEA has informed parents/guardians of student achievement and academic growth on the NHSAS (New Hampshire Statewide Assessment System). <a href="#">ESSA, Section 1112(e)(1)(B)(i)</a></p>
<p><b>IAD 5</b></p>	<p>Each LEA that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy shall be incorporated into the LEA's plan developed under <a href="#">ESSA, Section 1112</a>.</p>	<p><b>a. Submit to NHED:</b> LEA Parent and Family Engagement Policy <a href="#">ESSA, Section 1116(a)(2)</a></p> <ol style="list-style-type: none"> <li>1. involve parents in jointly developing the LEA's local plan and in the process of school review and improvement under <a href="#">ESSA, Section 1116</a>;</li> <li>2. provide the coordination, technical assistance, and other support necessary to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance;</li> <li>3. build the schools' and parents' capacity for strong parental involvement;</li> <li>4. coordinate and integrate parental involvement strategies under Title I, Part A with parental involvement strategies under other programs, such as Head Start;</li> <li>5. conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served with Title I, Part A funds; and</li> <li>6. involve parents in the activities of schools served under Title I, Part A parental involvement.</li> </ol>

		<p><b>b. Submit to NHED:</b> Evidence the LEA Parent and Family Engagement Policy was distributed to parents/guardians.</p> <p><b>c. Submit to NHED:</b> Evidence the LEA Parent and Family Engagement Policy is evaluated each year for content and effectiveness. Evidence of evaluation might include written evaluation procedures, meeting agendas, meeting sign-in sheets, survey results, etc.</p>
<p>If the LEA involved has a district-level parent and family engagement policy that applies to all parents and family members in all schools served by the local educational agency, such agency may amend that policy, if necessary, to meet the requirements of the school level engagement policy. <a href="#">ESSA, Section 1116(b)(3)</a> <b>If requirements of both section 1116(a) and 1116(b) are met in one policy, then the same policy may be used for both IAD 5 and IAD 6.</b></p>		
IAD 6	<p>Each school shall jointly develop with and distribute to parents and family members of participating children a written parent and family engagement policy. The written policy must describe how the school will carry out the parent/family engagement activities. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. <a href="#">ESSA, Section 1116(b)</a></p>	<p><b>a. Submit to NHED:</b> School Parent and Family Engagement Policy. Provide a sample from at least one school. <a href="#">ESSA, Section 1116(b)-(e)</a></p> <p><b>b. Submit to NHED:</b> Evidence the School Parent and Family Engagement Policy was distributed to parents/guardians.</p>
IAD 7	<p>As a component of the school-level parent and family engagement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. <a href="#">ESSA, Section 1116(d)</a></p>	<p><b>a. Submit to NHED:</b> Sample of the School-Parent Compact containing the required elements -</p> <ol style="list-style-type: none"> <li>1. Provide high-quality curriculum and instruction.</li> <li>2. Hold parent-teacher conferences.</li> <li>3. Provide parents with reports on their child’s progress.</li> <li>4. Provide parents opportunities to volunteer.</li> <li>5. Provide parents reasonable access to staff.</li> <li>6. Ensure two-way communication between family, staff in a language family can understand. <a href="#">ESSA, Section 1116(d)</a></li> </ol> <p><b>b. Submit to NHED:</b> Evidence the School-Parent Compact is collaboratively written with parents/guardians on an annual basis. Evidence might include meeting agendas, meeting sign-in sheets, survey results, etc.</p>
IAD 8	<p>Each school shall convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their</p>	<p><b>a. Submit to NHED:</b> Evidence that each school hosted an annual meeting explaining the requirements of Title I, Part A. The evidence <b>must</b> include a copy of the meeting agenda and attendance record.</p>

	<p>school’s participation and to explain the requirements of this part (Title I, Part A), and the right of the parents to be involved. <a href="#">ESSA, Section 1116 (c)(1)</a></p>	
<p>IAD 9</p>	<p>Parents and family members of children receiving services under this part shall be involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities. <a href="#">ESSA, Section 1116 (a)(3)(B)</a></p> <p>Funds reserved under subparagraph (A) by a local educational agency shall be used to carry out activities and strategies consistent with the local educational agency’s parent and family engagement policy, including not less than one of the following:</p> <ol style="list-style-type: none"> <li>1. 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.</li> <li>2. Supporting programs that reach parents and family members at home, in the community, and at school.</li> <li>3. 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.</li> <li>4. Collaborating, or providing subgrants to schools to enable such schools to collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.</li> <li>5. 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. <a href="#">ESSA, Section 1116 (a)(3)(D)</a></li> </ol>	<p><b>a. Submit to NHED:</b> Evidence that the LEA and/or school site involved parents/guardians in decisions related to how the LEA and/or school used funds related to parental involvement activities. Evidence might include meeting agendas, meeting sign-in sheets, survey results, etc.</p> <p><b>b. Submit to NHED:</b> Evidence that the LEA and/or school site provided parent and family engagement opportunities. Activities might include aiding parents/guardians in understanding content and achievement standards and assessments, how to monitor their child’s progress, training to the parents on how to help their children succeed in school, use of technology. Evidence might include flyers, newsletters, meeting agendas, presentations, etc.</p>

<p><b>IAD 10</b></p>	<p>The LEA will ensure that all teachers and paraeducators working in a program supported with Title I, Part A funds meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. <a href="#">ESSA, Section 1111 (g)(2)(J)</a></p> <p>Note: This indicator is applicable to all Schoolwide and Targeted Assistance Programs.</p>	<p><b>a. Submit to NHED:</b> Credentials for paraeducators working in Title I, Part A sites, regardless of the funding source of their salaries for all paraeducators listed in five Grant Management System (GMS) activities;</p> <p>Acceptable credentials are (<a href="#">Chapter Ed 500</a>):</p> <ul style="list-style-type: none"> <li>● Certification as a Paraeducator II</li> <li>● or the licensure requirements of such</li> </ul> <p>Note: The NHED reviewer will notify the LEA which GMS activities were randomly selected for review.</p>
<p><b>IAD 11</b></p>	<p>Collaborate with the State or local child welfare agency to</p> <p>(A) designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency; and</p> <p>(B) By not later than one year after the date of enactment of the Every Student Succeeds Act, LEAs shall develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care. <a href="#">ESSA, Section 1112 (c)(5)</a></p>	<p><b>a. Submit to NHED:</b> LEA’s Foster Care Plan to include:</p> <ol style="list-style-type: none"> <li>1. LEA Point of Contact and responsibilities;</li> <li>2. Decision-making process;</li> <li>3. The type of documentation or records that should be shared between parties;</li> <li>4. Collaborative structure, such as regularly scheduled meetings, in which relevant individuals can participate in a particular process;</li> <li>5. The best interest determination document regarding the child’s school placement (school of origin or the receiving school);</li> <li>6. Transportation procedures;</li> <li>7. Responsibilities and costs related to student transportation;</li> <li>8. Clear, written policies that will remove barriers to immediate enrollment and record transfers for children in foster care. <a href="#">ESSA, Section 1112(c)(5)(B)</a></li> </ol> <p><b>b. Submit to NHED:</b> If applicable, a description of how transportation to the school of origin will be provided, arranged, and funded for the duration of the student’s time in foster care. <a href="#">ESSA, Section 1112(c)(5)(B)</a></p>

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

Indicator	Indicator Citation	Supporting Documents and Resources
ND 1	The LEA will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, childcare, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility. <a href="#">ESSA, Section 1423(6)</a>	<p><b>a. Submit to NHED:</b> Evidence might include meeting agendas, minutes, email communications or other contact records indicating the LEA or State Agency (SA) coordination with social, health, and other services to meet the needs of neglected, delinquent, and/or at-risk students.</p> <p><b>b. Submit to NHED:</b> LEA or SA Interagency Agreements with social, health, and other agencies to provide services to meet the needs of neglected, delinquent, and/or at-risk students.</p>
ND 2	The SA or LEA involves parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities; and prevent the involvement of their children in delinquent activities. <a href="#">ESSA, Sections 1414(c)(14) and 1423(8)</a>	<p><b>a. Submit to NHED:</b> Evidence of SA or LEA parent and family engagement activities (e.g., emails, meetings, handouts, etc.) for parents of neglected, delinquent, and/or at-risk students (where appropriate).</p>
ND 3	The SA or LEA ensures that projects funded under this subpart are coordinated with other Federal, State, and local programs, such as programs under Title I of Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth. <a href="#">ESSA, Sections 1414(c)(8) and 1423(9)</a>	<p><b>a. Submit to NHED:</b> Evidence (e.g., agendas, career tech site visits, guest speakers, etc.) that the SA or LEA coordinates projects with Federal, State, and local programs such as career and technical education programs, other Title I programs, State and local dropout prevention programs, special education programs, or other programs as appropriate.</p>
ND 4	The SA or LEA takes steps to find alternative placements for children and youth interested in continuing their education, but unable to participate in a regular education program. <a href="#">ESSA, Sections 1414(c)(13) and 1423(13)</a>	<p><b>a. Submit to NHED:</b> Sample(s) of individual written procedures the SA or LEA implements to find alternative placements for children and youth interested in continuing their education, but unable to participate in a regular education program (e.g., student individualized action plan, correspondence with alternative program facilities, etc.).</p>
ND 5	In conducting each evaluation under subsection 1431(a), an SA or LEA shall use multiple and appropriate measures of student progress. <a href="#">ESSA, Section 1431(c)</a>	<p><b>a. Submit to NHED:</b> Evidence of assessment data the SA or LEA uses for pre- and/or post-testing (e.g., assessment report or other documentation).</p> <p>Note: All personally identifiable information for students must be redacted.</p>
ND 6	SA or LEA provides appropriate professional development to teachers and other staff. <a href="#">ESSA, Sections 1414(c)(10) and 1423(5)</a>	<p><b>a. Submit to NHED:</b> Evidence of professional development opportunities the SA or LEA provides for staff (e.g., agendas, sign-in sheets, etc.).</p>



<p>ND 7</p>	<p>Each SA or LEA that conducts a program under subparts 1 or 2 shall evaluate the program, disaggregating data on participation by gender, race, ethnicity, and age while protecting individual student privacy, not less than once every three years, to determine the program’s impact on the ability of participants. <a href="#">ESSA, Section 1431(a)</a></p>	<p><b>a. Submit to NHED:</b> Previous fiscal year neglected and/or delinquent program evaluation report the SA or LEA used to improve the effectiveness of the program.</p>
<p>ND 8</p>	<p>The SA or LEA operates programs that coordinate with facilities to meet the unique needs of delinquent and at-risk youth and ensure they are participating in an education program comparable to one operating in the local school such youth would attend. <a href="#">ESSA, Section 1423 (3)(5)</a></p>	<p><b>a. Submit to NHED:</b> Evidence that the SA or LEA provides a “regular program of instruction” which means an education program (not beyond grade 12) in an institution or a community day program for neglected or delinquent children that consists of classroom instruction in basic school subjects such as reading, mathematics, and vocationally oriented subjects, and <u>that is supported by non-Federal funds</u> (e.g. name(s) of the teacher(s) teaching regular program classes at the facility, sign-in sheets for teachers teaching in the facility to indicate the time on task from August-December, etc.).</p>
<p>ND 9</p>	<p>The SA or LEA provides a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and how the school will coordinate existing programs to meet the unique educational needs of these youth. <a href="#">ESSA, Sections 1414(c)(9) and 1423 (5)</a></p>	<p><b>a. Submit to NHED:</b> SA or LEA’s sample(s) of Student Transition Plans for students transitioning from correctional facilities to regular educational programs. The plan must include learning difficulties, substance abuse problems, and other special needs as appropriate.</p> <p><b>b. Submit to NHED:</b> LEA written procedures for successfully transitioning students from an institutional setting to locally operated programs.</p>
<p>ND 10</p>	<p>The SA or LEA develops partnerships 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. <a href="#">ESSA, Sections 1414(c)(12)(16) and 1423(7)</a></p>	<p><b>a. Submit to NHED:</b> A list of partners and/or businesses the SA or LEA has developed to facilitate postsecondary and workforce success for children and youth returning from correctional facilities.</p>
<p>ND 11</p>	<p>The LEA ensures that schools receiving students returning from correctional facilities work with juvenile probation officers to meet the needs of such students. <a href="#">ESSA, Section 1423(11)</a></p>	<p><b>a. Submit to NHED:</b> Minutes of meetings or other contact records verifying that the LEA collaborates with juvenile probation officers.</p>

<p><b>ND 12</b></p>	<p>The SA or LEA ensures that correctional facilities are aware of a child’s or youth’s existing individualized education program (IEP). <a href="#">ESSA, Sections 1414(c)(15) and 1423(12)</a></p>	<p><b>a. Submit to NHED:</b> Evidence the SA or LEA informed the correctional facility that a student has an individualized education plan (IEP). Evidence might include meeting sign-in sheets, formal correspondence, etc.</p>
<p><b>ND 13</b></p>	<p>SA will ensure that certified or licensed teachers and other qualified staff are trained to work with children and youth with disabilities and other students with special needs taking into consideration the unique needs of such students. <a href="#">ESSA, Sections 1414(c)(17)</a></p>	<p><b>a. Submit to NHED:</b> Evidence of SA’s teacher or staff certification to work with children and youth with disabilities.</p>

## Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders

If an LEA transferred 100% of their Title II, Part A or Title IV, Part A funds through the funding transferability option or RLIS, the district will not have to submit evidence for indicators PTR 2-PTR 4. However, if the LEA transferred less than 100% of their funds out of Title II, Part A or Title IV, Part A, the LEA must submit evidence for each applicable indicator.

Indicator	Indicator Citation	Supporting Documents and Resources
PTR 1	<p>In developing a Title II, Part A application, an LEA shall:</p> <p>(A) Consult with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title;</p> <p>(B) Seek advice from the individuals and organizations described in subparagraph (A) regarding how best to improve the local educational agency’s activities to meet the purpose of this title (Title II, Part A); and</p> <p>(C) Coordinate the local educational agency’s activities under this part with other related strategies, programs, and activities conducted in the community. <a href="#">ESSA, Section 2102(b)(3)</a></p>	<p><b>a. Submit to NHED:</b> Evidence of how the LEA meets the consultation and coordination requirements in developing the Title II, Part A application (e.g., agendas and sign-in sheets).</p> <p>Note: Even if the LEA transfers all Title II, Part A funds, consultation is still required. The LEA must show that the decision to transfer funds was determined to be the best use of those funds through the consultation process.</p>
PTR 2	<p>Grant funds provided under the following subparts: Title II, Part A <a href="#">ESSA, Section 2212(g)</a>, Title IV, Part A <a href="#">ESSA, Section 4110</a>, Subpart 1 - Small, Rural School Achievement Program, Subpart 2 - Rural and Low-Income School Program <a href="#">ESSA, Section 5232</a> must be used to supplement, not supplant, other Federal or State funds available to carry out activities described in any subpart.</p>	<p><b>a. Submit to NHED:</b> Written procedures for ensuring that Federal funds are not used to supplant non-Federal funding sources. Written procedures should include internal controls to prevent supplanting Federal funds.</p>
PTR 3	<p>An LEA that receives a subgrant under <a href="#">ESSA, Section 2102</a> shall use the funds made available through the subgrant to develop, implement, and evaluate comprehensive programs and activities including: providing high-quality, personalized professional development that is evidence-based,</p>	<p><b>a. Submit to NHED:</b> LEA’s written professional development procedures. The procedures for determining what target areas to address through professional development, and for choosing effective professional development activities and programs.</p>

	<p>for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders to effectively integrate technology into curricula and instruction; use data to improve student achievement; effectively engage parents, families, and community partners, and coordinate services between school and community; help all students develop the skills essential for learning readiness and academic success; develop policy with school, local educational agency, community, or State leaders; and participate in opportunities for experiential learning through observation. <a href="#">ESSA, Section 2103(b)(3)(E)</a></p>	<p><b>b. Submit to NHED:</b> Five-year Professional Development Master Plan and current year Professional Development Plan. The professional development programs adopted shall be directed toward development of competencies and instructional strategies in the core curriculum areas for the following goals:</p> <ol style="list-style-type: none"> <li>1. increasing the academic performance data scores for the district and each school site;</li> <li>2. closing achievement gaps among student subgroups;</li> <li>3. increasing student achievement as demonstrated on State-mandated tests and the ACT;</li> <li>4. increasing high school graduation rates; and</li> <li>5. decreasing college remediation rates.</li> </ol>
<p style="text-align: center;"><b>PTR 4</b></p>	<p>Developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within-district equity in the distribution of teachers, consistent with <a href="#">ESSA, Section 1111(g)(1)(B)</a>, such as initiatives that provide -</p> <ol style="list-style-type: none"> <li>1. expert help in screening candidates and enabling early hiring;</li> <li>2. differential and incentive pay for teachers, principals, or other school leaders in high-need academic subject areas and specialty areas, which may include performance-based pay systems;</li> <li>3. teacher, paraprofessional, principal, or other school leader advancement and professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation;</li> <li>4. new teacher, principal, or other school leader induction and mentoring programs that are designed to— <ol style="list-style-type: none"> <li>1. improve classroom instruction and student learning and achievement; and</li> <li>2. increase the retention of effective teachers, principals, or other school leaders;</li> </ol> </li> <li>5. the development and provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful</li> </ol>	<p><b>a. Submit to NHED:</b> If applicable, the LEA must address the specifics in the written compensation (time and effort) policy regarding incentives and tuition reimbursement.</p> <p><b>b. Submit to NHED:</b> If applicable, the LEA must provide a list of teachers (public and non-public) receiving –</p> <ol style="list-style-type: none"> <li>1. incentives including the type of incentives (e.g., bonus, retention),</li> <li>2. tuition reimbursement including teacher name, course, and amount (if tuition reimbursement is paid with Title II, Part A funds).</li> </ol>

	<p>feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions; and</p> <p>6. a system for auditing the quality of evaluation and support systems; <a href="#">ESSA, Section 2103(b)(3)(B)</a></p>	
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<b>Title III, Part A, Language Instruction for English Learners and Immigrant Students</b>		
<b>Indicator</b>	<b>Indicator Citation</b>	<b>Supporting Documents and Resources</b>
<b>LEI 1</b>	Consultation with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing the Title III, Part A Plan. <a href="#">ESSA, Section 3116(b)(4)(C)</a>	<b>a. Submit to NHED:</b> Evidence of how the LEA meets the consultation and coordination requirements in developing the Title III, Part A Plan (e.g., agendas and sign-in sheets).
<b>LEI 2</b>	Assess annually the English proficiency of all English learners participating in a program funded under Title III, Part A, consistent with <a href="#">ESSA, Section 1111(b)(2)(B) and (G)</a> and <a href="#">ESSA, Section 3113(b)(3)(A) and (B)</a>	<b>a. Submit to NHED:</b> Provide a list of identified needs that was the result of analyzing findings of the LEA’s annual assessment of the English proficiency of all English learners participating in the Title III, Part A program.
<b>LEI 3</b>	Select one or more methods or forms of effective instruction to be used in the programs and activities undertaken by the entity to assist English learners to attain English language proficiency and meet challenging State academic standards. <a href="#">ESSA, Section 3115(f)(1)</a> .	<b>a. Submit to NHED:</b> Evidence of use of one or more methods or forms of effective instruction to assist English learners to attain English language proficiency and meet challenging State academic standards <a href="#">ESSA, Section 3115(f)(1)</a> .
<b>LEI 4</b>	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. <a href="#">ESSA, Section 3116(b)(4)(D)</a> .	<b>a. Submit to NHED:</b> Evidence of how the LEA coordinated activities and shared relevant data under the Title III, Part A Plan with local Head Start and Early Head Start agencies (e.g., agendas and sign-in sheets).
<b>LEI 5</b>	Ensure that at the conclusion of every second fiscal year during which the subgrant is received, the LEA provides the Department of Elementary and Secondary Education (DESE) with a report in the form prescribed by the DESE, on the activities conducted and children served as described in <a href="#">ESSA, Section 3121</a> .	<b>a. Submit to NHED:</b> In addition to a copy of a report form recently submitted to the DESE on the activities conducted, provide a summary as described in <a href="#">ESSA, Section 3121</a> , detailing: <ol style="list-style-type: none"> <li>1. the number and percentage of English learners in the program making progress toward achieving English language proficiency, indicating the percentage of English learners with a disability;</li> <li>2. the number and percentage of English learners exiting language instruction programs based on their attainment of English language proficiency;</li> <li>3. the number and percentage of English learners who have not attained English language proficiency within five years of initial classification; and</li> <li>4. a summary of outcomes of activities using the performance measurement described, detailing any discrepancies.</li> </ol>

<p><b>LEI 6</b></p>	<p>The law requires that all teachers in any language instruction educational program for English learners that is, or will be, funded under Title III are fluent in English and any other language used for instruction, including having written and oral communication skills. <a href="#">ESSA, Section 3116(c)</a>.</p>	<p><b>a. Submit to NHED:</b> Evidence of fluency in English and any other language used for instruction, including having written and oral communication skills for all the LEA’s English leaders funded by Title III, Part A (e.g., copy of teacher certifications).</p>
<p><b>LEI 7</b></p>	<p>Each eligible LEA desiring a subgrant from the SEA under <a href="#">ESSA, section 3114(a)</a> shall submit a plan to the SEA at such time, in such manner, and containing such information as the State educational agency may require. <a href="#">ESSA, Section 3116</a>.</p>	<p><b>a. Submit to NHED:</b> Title III, Part A Plan submitted to the SEA.</p>

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

If an LEA transferred 100% of their Title II, Part A or Title IV, Part A funds through the funding transferability option or RLIS, the district will not have to submit evidence for indicators SSAE 2-SSAE 3. However, if the LEA transferred less than 100% of their funds out of Title II, Part A or Title IV, Part A, the LEA must submit evidence for each applicable indicator.

Indicator	Indicator Citation	Supporting Documents and Resources
SSAE 1	A local educational agency, or consortium of such agencies, shall develop its application through consultation with parents, teachers, principals, other school leaders, specialized instructional support personnel, students, community-based organizations, local government representatives (which may include a local law enforcement agency, local juvenile court, local child welfare agency, or local public housing agency), Indian tribes or tribal organizations that may be located in the region served by the local educational agency (where applicable), charter school teachers, principals, and other school leaders (if such agency or consortium of such agencies supports charter schools), and others with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this subpart. <a href="#">ESSA, Section 4106 (c)</a>	<p><b>a. Submit to NHED:</b> Evidence of consultation in decisions regarding prioritization, distribution, and use of Title IV, Part A funds. Provide list of Stakeholders and their roles, meeting agendas and sign-in sheets. <a href="#">ESSA, Section 4106(e)(2)(A)</a></p> <p>Note: Even if Title IV, A funds are transferred, the decision to transfer funds must be a determination of best use through consultation.</p>
SSAE 2	The LEA prioritized the distribution of funds to schools with the greatest needs as determined by the LEA; with the highest percentage or numbers of children from families below the poverty level, including those identified as neglected and delinquent, or in foster care; identified for comprehensive support and improvement; implementing targeted support and improvement plans; identified as persistently dangerous public elementary or secondary schools. <a href="#">ESSA, Section 4106(e)(2)</a>	<p><b>a. Submit to NHED:</b> Procedures the district used to determine the schools with the greatest need under Title IV, Part A.</p> <p>Note: This indicator is applicable before the decisions to transfer Title IV, Part A funds to another program.</p>
SSAE 3	A State, local educational agency, or other entity receiving funds under this title shall obtain prior written, informed consent from the parent of each child who is under 18 years of age to participate in any mental-health assessment or service that is funded under this title and conducted in connection with an elementary school or secondary school under this title. <a href="#">ESSA, Section 4001(a)</a>	<p><b>a. Submit to NHED:</b> A sample of the written parent/guardian consent form (redacted name) for a student who is under 18 years of age authorizing participation in any mental-health assessment or service that is funded under Title IV, Part A.</p> <p>Note: This indicator is applicable if Title IV, Part A funds are not transferred to another program and are used to provide mental health assessment or services.</p>



SSAE 4	<p>LEAs receiving allocations above \$30,000 shall be required to conduct a comprehensive needs assessment, at least once every three years.</p> <p>LEAs receiving less than \$30,000 can assess needs in other ways. <a href="#">ESSA, Section 4106 (d)</a></p> <p>The LEAs comprehensive needs assessment should assess and identify needs in all three program areas. <a href="#">ESSA Section 4106 (d)</a></p>	<p><b>a. Submit to NHED:</b> Provide a list of identified needs that was the result of the LEAs needs assessment conducted once within the past three years.</p>
SSAE 5	<p>The LEA will assure that one of these conditions shall apply:</p> <ol style="list-style-type: none"> <li>(1) If the LEA, or consortium of LEAs, receives a Title IV, Part A allocation in an amount less than \$30,000, the LEA shall be required to develop activities that support at least one of the three Title IV, Part A Program areas. <a href="#">ESSA Section 4106 (f)</a></li> <li>(2) If the LEA, or consortium of LEAs, receives a Title IV, Part A allocation greater than \$30,000, the LEA shall be required to develop activities that support all of the three Title IV, Part A Program areas, in the following proportion: <ul style="list-style-type: none"> <li>• use not less than 20 percent of funds received under Title IV, Part A to support one or more of the activities authorized under section 4107; activities to support well-rounded educational opportunities. <a href="#">ESSA Section 4106 (e)(2)(C)</a></li> <li>• use not less than 20 percent of funds received under Title IV, Part A to support one or more of the activities authorized under section 4108; activities to support safe and healthy students. <a href="#">ESSA Section 4106 (e)(2)(D)</a></li> </ul> </li> <li>(3) If the LEA, or consortium of LEAs use a portion of funds received under Title IV, Part A to support one or more activities authorized under section 4109(a), the LEA shall not use more than 15% of funds in this program area to purchase technology infrastructure to support the effective use of technology, according to <a href="#">ESSA, Section 4109(b)</a>. <a href="#">ESSA Section 4106 (e)(2)(E)</a></li> </ol>	<p><b>a. Submit to NHED:</b> Provide proof of Grants Management System (GMS) activities that assure one of the referenced <a href="#">ESSA Section 4106 (f)</a> conditions applies.</p>

**Title IV, Part B, Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC)**

Indicator	Indicator Citation	Supporting Documents and Resources
21C 1	<p>According to <a href="#">ESSA, Section 4204(b)(2)(D)</a>, the 21<sup>st</sup> CCLC program will document that it was developed and implemented in active collaboration with the school district attended by the participating students. Adequate communication between the 21<sup>st</sup> CCLC program staff and the students’ regular school day teachers, school administrators and family members is critical to ensure student needs are addressed in the 21<sup>st</sup> CCLC program. The agency has a written memorandum of understanding (MOU) with the school district stating how pertinent student data will be shared from the school district to the 21<sup>st</sup> CCLC program and how these groups will share information about the needs and performance of 21<sup>st</sup> CCLC students. The written MOU will also include how the regular school lessons will be identified and reinforced during the 21<sup>st</sup> CCLC program.</p> <p>In accordance with <a href="#">ESSA Section 4204(b)(2)(H)</a> a description of the partnership between a local educational agency, a community-based organization, and another public entity or private entity needs to be established prior to entering into a relationship with any entity. Funded 21<sup>st</sup> CCLC programs will complete a MOU as a formal agreement between all relationships with a partner/contractor, as described in <a href="#">2 CFR Part 200.331</a> and maintain documentation to support that the partnership is completed prior to engaging the outside entity.</p>	<p><b>a. Submit to NHED:</b> MOU between the Title IV, Part B, 21<sup>st</sup> CCLC program and the school district. MOUs between the Title IV, Part B, 21<sup>st</sup> CCLC program and any established relationships with partners or contractors.</p>
21C 2	<p>In accordance with <a href="#">ESSA, Section 4204(b)(2)(K)</a>, have at least a preliminary plan for how the 21<sup>st</sup> CCLC program will continue after funding ends. Title IV, Part B, 21<sup>st</sup> CCLC programs must establish a written plan to be disseminated through a community outreach and engagement strategy that communicates the benefits of the program and persuades community leaders and entities to provide in-kind and/or financial support to sustain and expand access to community learning centers to low-income students <a href="#">ESSA, Section 4204 (b)(2)(C)</a>.</p>	<p><b>a. Submit to NHED:</b> The Title IV, Part B, 21<sup>st</sup> CCLC sustainability plan.</p> <p><b>b. Submit to NHED:</b> Evidence of the sustainability plan outreach and engagement strategies taken place by the Title IV, Part B, 21<sup>st</sup> CCLC program.</p>

21C 3	In accordance with <a href="#">ESSA, Section 4201(a)(3)</a> , 21 <sup>st</sup> CCLC programs are required to offer families of students served by community learning centers opportunities for active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development. A minimum of three meaningful family engagement activities will occur throughout the year.	<p><b>a. Submit to NHED:</b> Evidence of a minimum of three family engagement activities, samples include:</p> <ul style="list-style-type: none"> <li>• flyers</li> <li>• community outreach</li> <li>• sign-in sheets</li> <li>• surveys</li> </ul>
21C 4	The Title IV, Part B, 21 <sup>st</sup> CCLC program will have a professional development plan that is responsive to the needs of its staff and identifies the professional development activities for staff delivering program activities. Conferences and trainings will be linked to the 21 <sup>st</sup> CCLC funding purpose. 21 <sup>st</sup> CCLC orientation/professional development and evidence of staff training shall be documented. <a href="#">ESSA, Section 4203(a)(6)</a>	<p><b>a. Submit to NHED:</b> The Title IV, Part B written professional development plan. Evidence of documented staff trainings.</p>
21C 5	Provide nutritious snacks and/or meals that meet the requirements of the United States Department of Agriculture (USDA) guidelines for afterschool snacks and summer meal supplements. Depending on when the 21 <sup>st</sup> CCLC program operates, a supplemental snack and/or meal must be offered to each student, each day. Students shall not be charged for costs associated with supplemental snacks/meals.	<p><b>a. Submit to NHED:</b> Documentation of meeting supplemental snack/meal requirements is required and may be subject to monitoring. <a href="#">7 CFR 210.9(c)(1-8) and 210.10</a></p>
21C 6	Title IV, Part B, 21 <sup>st</sup> CCLC program academic services will be aligned with the curriculum in the core subject areas of each of the schools attended by the participating students. Lesson and/or unit plans for academic enrichment activities will be required. Each student in the program must be offered the full breadth of programming each week. <a href="#">ESSA, Section 4204(a)(2), 4204(b)(2)(B), and Section 4205(a)</a>	<p><b>a. Submit to NHED:</b> Evidence of the alignment of lesson plans with current classroom curriculum. Samples of teacher communications.</p>
21C 7	Applicants proposing to collect parent fees, should understand that the income generated by the fees is considered program income and can only be used in accordance with 21 <sup>st</sup> CCLC allowable costs. In accordance with <a href="#">2 CFR 200.1</a> program income is described as the gross income earned by the non-Federal entity that is directly generated by a supported activity or earned as a result of the Federal award during the period of performance (the five-year grant).	<p><b>a. Submit to NHED:</b> If applicable, the LEA must submit proof of program income collected by the Title IV, Part B, 21<sup>st</sup> CCLC program tracked in a separate account from general district funds. Provide an accurate accounting of how program income was collected and expended.</p> <p><b>b. Submit to NHED:</b> Submit receipts for expenses funded by program income during fiscal year 2023.</p>

<b>21C 8</b>	In accordance with <a href="#">ESSA, Section 4204(b)(2)(A)(ii)</a> the 21 <sup>st</sup> CCLC program must have a plan for students to be able to travel safely to and from the program center and home.	<b>a. Submit to NHED:</b> Transportation plan.
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**Title V, Part B, Subpart 1: Rural Education Initiative, Subpart 2: Rural and Low-Income School Program (RLIS)**

<b>Indicator</b>	<b>Indicator Citation</b>	<b>Supporting Documents and Resources</b>
<b>RLIS 1</b>	The district annually assesses their needs in order to identify how to target Title V, Part B, Subpart 2 funds using evidence-based strategies, including an evaluation of current activities. <a href="#">ESSA, Section 5224 (3)</a> .	<b>a. Submit to NHED:</b> Needs assessment, school plans identifying goals to be supported with Title V, Part B funds, meeting agendas and minutes.

## Title IX, Part A, Education for the Homeless and Other Laws (McKinney Vento)

Indicator	Indicator Citation	Supporting Documents and Resources
MKV 1	The LEA shall describe the services provided to homeless children and youths, to support the enrollment, attendance, and success of homeless children and youths, in coordination of services provided under the McKinney-Vento Homeless Assistance Act <a href="#">McKinney-Vento Homeless Assistance Act, Section 722, Title IX A; Title 42 U.S.C. §11432 (3)(C) (i)(ii)(ii)</a>	<p><b>a. Submit to NHED:</b> Samples of enrollment forms and other documentation used for the identification of homeless students. <a href="#">ESSA, Section 1112(b)(6)</a></p> <p><b>b. Submit to NHED:</b> Evidence of identification assistance for students experiencing homelessness. Evidence might include posters, flyers, website screenshots, etc. <a href="#">ESSA, Section 9102; McKinney-Vento Homeless Assistance Act, Section 722(g)(6)(A)(vi)</a></p>
MKV 2	The LEA treats information about a homeless child’s or youth’s living situation as a student education record, and shall not be deemed to be directory information, under section 444 of the General Education Provisions Act; <a href="#">McKinney-Vento Homeless Assistance Act, Section 722, Title IX A; Title 42 U.S.C. §11432(3)(G)</a>	<p><b>a. Submit to NHED:</b> Written procedures developed by the LEA that ensure confidentiality of homeless children’s or youth’s living situation and their educational records. <a href="#">McKinney-Vento Homeless Assistance Act, Section 722</a></p>
MKV 3	<p>The LEA has designated an appropriate staff person as the liaison for homeless children and shall inform school personnel, service providers, advocates working with homeless families, parents and guardians of homeless children and youths, of the duties required of the liaison <a href="#">McKinney-Vento Homeless Assistance Act, Section 722; Title 42 U.S.C. §11432] (1)(J)(ii)</a></p> <p>Liaison shall ensure that school personnel providing services under this subtitle receive professional development and other support. <a href="#">McKinney-Vento Homeless Assistance Act, Section 722; Title 42 U.S.C. §11432(g)(1)(D)</a></p>	<p><b>a. Submit to NHED:</b> Evidence of dissemination of homeless liaison’s duties and the requirements of Title IX, Part A Homeless Education. Evidence might include posters, website screenshots, etc. <a href="#">ESSA, Section 9102; McKinney-Vento Homeless Assistance Act, Section 722(g)(6)(A)(ix)</a></p> <p><b>b. Submit to NHED:</b> Evidence of homeless education training for LEA staff in both Title I, Part A schools and non-Title I, Part A schools regarding identification of homeless students. Evidence might include training/meeting agendas and sign-in sheets.</p> <p>Note: LEAs must provide training to staff each year.</p>
MKV 4	The LEA ensures that the homeless liaison participates in professional development and other technical assistance activities. <a href="#">McKinney-Vento Homeless Assistance Act, Section 722; Title 42 U.S.C. 11432(J)(iv)</a>	<p><b>a. Submit to NHED:</b> Evidence of homeless liaison’s participation in the Homeless Children and Youth training provided by the SEA’s statewide meetings that take place four times a year. Provide certificate of participation.</p> <p>Note: LEAs should have an appropriate training certificate on file, even if there are not students identified.</p>

<p style="text-align: center;"><b>MKV 5</b></p>	<p>The LEA has a policy that ensures homeless children have access to public preschool programs, as provided to other children in the State; Homeless and Runaway youth as well as youths 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 youths from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies. <a href="#">McKinney-Vento Homeless Assistance Act, Section 722; Title 42 U.S.C. §11432(g)(1)(F)(i)(ii)(iii)</a></p> <p>The policy includes assurance that homeless children and youth are not stigmatized or segregated and ensure that transportation is provided at the request of parent/guardian to and from the school of origin. <a href="#">McKinney-Vento Homeless Assistance Act, Section 722; Title 42 U.S.C. §11432(g)(1)(J)(i)(ii)(iii)</a></p> <p>The policy also ensures homeless children and youths 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, on-line learning, and charter school programs, if such programs are available at the State and local levels. <a href="#">McKinney-Vento Homeless Assistance Act, Section 722; Title 42 U.S.C. §11432(g)(1)(I)</a></p>	<p><b>a. Submit to NHED:</b> The LEA’s written homeless student policy that:</p> <ol style="list-style-type: none"> <li>1. describes the rights of homeless students and the requirements of the LEA in serving these students;</li> <li>2. includes the rights of homeless children and youth, definitions, identification, school selection, disputes, services, free meals, staff training, program coordination, preschool access, full or partial credit accrual, dissemination of educational rights, etc.</li> <li>3. includes assurance that homeless children and youth are not stigmatized or segregated and ensures that transportation is provided at the request of parent/guardian to and from the school of origin;</li> <li>4. removes barriers of homeless students’ access to academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, on-line learning, and charter school programs.</li> </ol> <p>Note: LEAs should have an appropriate policy on file, even if there are not students identified.</p>
<p style="text-align: center;"><b>MKV 6</b></p>	<p>In determining the best interest of the child or youth, the LEA shall—</p> <ol style="list-style-type: none"> <li>(i) presume that keeping the child or youth in the school of origin is in the child’s or youth’s best interest, except when doing so is contrary to the request of the child’s or youth’s parent or guardian, or (in the case of an unaccompanied youth) the youth. <a href="#">McKinney-Vento Homeless Assistance Act, Section 722; Title 42 U.S.C. §11432(g)(3)(B)(i)</a></li> <li>(ii) consider student-centered factors related to the child’s or youth’s best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless children and</li> </ol>	<p><b>a. Submit to NHED:</b> Sample of the “Best Interest Determination” form for the school of origin indicating the placement of students experiencing homelessness. If applicable, submit a completed “Best Interest Determination” form with any personally identifiable information redacted. <a href="#">McKinney-Vento Homeless Assistance Act, Section 722; Title 42 U.S.C. §11432(g)(3)(E)(ii)</a></p> <p>Note: LEAs should have an appropriate form on file, even if there are not students identified.</p> <p><b>b. Submit to NHED:</b> Sample of notification letter to parents, unaccompanied homeless youth, or caregiver regarding school placement decisions when they are different from what was requested. <a href="#">ESSA, Section 9102;</a></p>

	<p>youth, giving priority to the request of the child’s or youth’s parent or guardian or (in the case of an unaccompanied youth) the youth. <a href="#">McKinney-Vento Homeless Assistance Act, Section 722; Title 42 U.S.C. §11432(g)(3)(B)(ii)</a></p> <p>If, after conducting the best interest determination, the LEA determines that it is not in the child’s or youth’s best interest to attend the school of origin or the school requested by the parent or guardian, or unaccompanied youth, the LEA must provide a written explanation of the reasons for its determination in a manner and form understandable to such parent, guardian, or unaccompanied youth. The LEA must have a process for the resolution of disagreements, including procedures for homeless families and youth to appeal school placement decisions made by the LEA. <a href="#">McKinney-Vento Homeless Assistance Act, Section 722; Title 42 U.S.C. §11432(g)(3)(B)(iii)</a></p> <p>The term “school of origin” means the school that a child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including a preschool. When the child or youth completes the final grade level served by the school of origin, as described in clause (i), the term “school of origin” shall include the designated receiving school at the next grade level for all feeder schools. <a href="#">McKinney-Vento Homeless Assistance Act, Section 722; Title 42 U.S.C. §11432(g)(3)(D)(i)(ii)</a></p>	<p><a href="#">McKinney-Vento Homeless Assistance Act, Section 722(g)(3)(B)(iii)</a></p> <p>Note: LEAs should have an appropriate form on file, even if there are not students identified.</p> <p><b>c. Submit to NHED:</b> The LEA’s written “Dispute Resolution Procedure” which must include the rights of the parent, guardian, or unaccompanied youth to appeal decisions related to identification, school placement, transportation, etc. and the appeal process to resolve the dispute.</p>
<p><b>MKV 7</b></p>	<p>LEA’s homeless liaison shall ensure that public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents or guardians of such children and youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, in a manner and form understandable to the parents and guardians of homeless children and youths, and unaccompanied youths. <a href="#">McKinney-Vento Homeless Assistance Act, Section 722; Title 42 U.S.C. §11432 (g)(6)(A)(vi)</a></p>	<p><b>a. Submit to NHED:</b> A list of locations where homeless identification assistance materials are posted in the community. Possible locations might include schools, shelters, campgrounds, convenience stores, public libraries, and soup kitchens.</p>
<p><b>MKV 8</b></p>	<p>Each LEA shall coordinate</p> <p>(i) McKinney-Vento services with local social services agencies or other agencies or entities providing services</p>	<p><b>a. Submit to NHED:</b> Evidence of coordination/collaboration with social services agencies, local community action partners, etc. Evidence might include</p>



	<p>to homeless children and youths and their families; and</p> <p>(ii) Transportation, transfer of school records, and other inter-district activities, with other local educational agencies. <a href="#">McKinney-Vento Homeless Assistance Act, Section 722; Title 42 U.S.C. §11432(g)(5)(A)(i)(ii)</a></p> <p>Each LEA liaison for homeless children and youth shall ensure that—</p> <p>(iv) Homeless families and homeless children and youths receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services. <a href="#">McKinney-Vento Homeless Assistance Act, Section 722; Title 42 U.S.C. §11432(g)(6)(A)(iv)</a></p>	<p>a letter of support from partners, meeting agendas, referral forms etc.</p>
<p><b>MKV 9</b></p>	<p>Unaccompanied youths are informed of their status as independent students under section 480 of the Higher Education Act of 1965 (20 U.S.C. 1087vv) and that the youths may obtain assistance from the liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid (FAFSA) described in section 483 of such Act (20 U.S.C. 1090). <a href="#">McKinney-Vento Homeless Assistance Act, Section 722; Title 42 U.S.C. § 11432(g)(6)(A)(x)(III)</a></p>	<p><b>a. Submit to NHED:</b> Evidence that the unaccompanied youth have been informed:</p> <ol style="list-style-type: none"> <li>1. of their status as independent student; and</li> <li>2. they may obtain assistance from the liaison to receive verification of independent student status for the purposes of the FAFSA described in section 483 of such Act (e.g., documentation verifying eligible youths have been informed about their independent status and their right to obtain assistance regarding the FAFSA). <a href="#">20 U.S.C. § 1090</a></li> </ol> <p>If applicable, submit a completed letter verifying the unaccompanied homeless youth as an independent student with any personally identifiable information redacted.</p> <p>Note: LEAs should have an appropriate form on file, even if there are not students identified.</p>
<p><b>MKV 10</b></p>	<p>The LEA shall reserve such funds as are necessary to provide services comparable to those provided to children in Title I-A schools to serve—</p> <p>(i) homeless children and youths who do not attend participating schools, including providing educationally related support services to children in shelters and other locations where children may live. <a href="#">20 U.S.C. § 6301 et seq; McKinney-Vento Homeless Assistance Act, Section 722; Title 42 U.S.C. § 11432(g)(4)(B)</a></p>	<p><b>a. Submit to NHED:</b> Evidence of expenditures to provide educationally related support services to homeless children in non-Title I, Part A schools and shelters.</p>

