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| DESE logo | Monitoring the 2023-24 Federal Every Student Succeeds Act Grant Programs (Titles I, IIA, and IVA) |

The Federal ESSA Grant Programs monitoring process is a regular, systematic examination of a local school district’s administration and implementation of Title I, Part A, Title II, Part A and Title IVA Part A grant programs. The purpose of this guide is to help district grant and program directors assemble required documentation for a program review and to help strengthen existing programs.

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This document and additional information about the federal grant programs monitoring process, including sample documents that can be modified for district use, are posted at <http://www.doe.mass.edu/federalgrants/resources/monitoring/>.

Please direct questions to your federal grants liaison, federalgrantprograms@mass.gov, or 781-338-6230. A listing of federal grant liaisons by district is posted at: <https://www.doe.mass.edu/federalgrants/liaisons.xlsx>.

# Purpose of the review

The federal program review, in conjunction with other state reviews, aims to ensure that all children in Massachusetts have a fair, equal, and significant opportunity to obtain a high-quality education. The review provides evidence that federal programs focus on improving student academic achievement, and ensures districts are operating in accordance with statutory and regulatory requirements. In addition, the review is a means of ensuring school districts are using resources appropriately. Finally, by informing the Massachusetts Department of Elementary and Secondary Education (DESE) of local activities and needs, the program review allows the state to identify both effective delivery models and technical assistance needs, and to share promising practices.

The program review encompasses the following topic areas:

1. General Topics Across Federal ESSA Programs
	1. Needs assessment procedure
	2. Equitable services to private schools
	3. Equitable access to excellent educators
2. Specific Federal ESSA Programs
	1. Title I, Part A – Improving Basic Programs Operated by Local School Districts
		1. Fiscal procedures
		2. Family communications
		3. Program design and evaluation
		4. Data collection and management
		5. Opportunity and equal educational access
	2. Title II, Part A – Supporting Effective Instruction
		1. Distribution of funds
		2. Systems of professional growth and improvement
		3. Program activities evaluation
	3. Title IV, Part A – Student Support and Academic Enrichment
		1. Distribution of funds
		2. Program activities evaluation

# Review process and timeline

DESE conducts program reviews in each district in the Commonwealth every six years. The Federal Grant Programs office uses the same schedule as the Tiered Focused Monitoring (TFM) of state and federal programs, Group A schedule (the schedule is available at [TFM Review Schedule 2023-24 - Office of Public School Monitoring (mass.edu)](https://www.doe.mass.edu/psm/tfm/schedule.html)).

The Federal ESSA grants program review process is carried out as follows:

1. DESE contacts district leadership in advance to inform them of review and the components included in the review. All districts scheduled for a review will receive a “desk review” and some districts will be scheduled for follow-up phone calls, virtual visits, or in-person visits.
2. DESE’s Federal Grant Programs Office establishes contact with the Title I, IIA, and IVA directors in each district and notifies them of the timeline for submitting required materials, as well as upcoming assistance opportunities and where to find resources.
3. After districts have submitted the materials, DESE staff review the documentation using the review criteria described on the following pages.
4. In certain cases, DESE staff may follow up and conduct interviews and visits with district staff.
5. Following the review, DESE issues a report to the district describing any findings that do not meet the specified criteria and detailing required actions, if any. Districts have a specified timeframe within which to submit evidence that required actions have been taken.
6. The district receives final approval once DESE has determined that the district has met the review criteria and has taken all required actions.

# Organizing and submitting materials for review

All Submissions listed below are uploaded by the monitored district into DESE’s Communication Hub and Monitoring Portal (CHAMP). A district representative is given access to the online system after being notified of the monitoring review. Thereafter, submission of requested documentation, communications, scheduling of interviews as needed, and generation of monitoring reports will be carried out in CHAMP.

| List of required materials by topic area |
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| General Topics Across Federal ESSA Programs |
| Submission 1 | Needs assessment procedure |
| Submission 2 | Offer of consultation to eligible private schools  |
| Submission 3 | Affirmation of consultation with participating private school officials and description of services  |
| Submission 4 | Third-party contracts |
| Submission 5 | Equitable Access to Excellent Educators |
| Title I, Part A  |
| **Fiscal procedures** |
| Submission 6 | Title I comparability procedure |
| Submission 7 | Title I comparability demonstration  |
| **Family/Guardian communications** |
| Submission 8 | Title I district and school-level family/guardian engagement policies |
| Submission 9 | Title I school- family/guardian compact |
| Submission 10 | Documentation of Title I family/guardian outreach and involvement |
| Submission 11 | Title I family/guardian notification – report cards, cover letters, and right to request teacher qualification information |
| Submission 12 | Title I family/guardian notification – right-to-know (if student’s teacher is not appropriately licensed) |
| **Program design and evaluation** |
| Submission 13 | Title I program evaluation procedure |
| Submission 14 | Title I program evaluation summary, including private school service, if any |
| Submission 15 | Title I targeted assistance program plans  |
| Submission 16 | Title I schoolwide program plans  |
| **Data collection and management** |
| Submission 17 | Title I student selection procedure in targeted assistance schools |
| Submission 18 | Title I targeted assistance program student selection criteria  |
| Submission 19 | Title I rank-ordered student selection list of Title I students in targeted assistance program |
| **Opportunity and equal educational access** |
| Submission 20 | Neglected or delinquent (N or D) facility coordination – fund use and outcomes achieved |
| Title II, Part A  |
| Distribution of Funds |
| Submission 21 | Targeting Title IIA funds |
| **Systems of professional growth and improvement** |
| Submission 22 | Systems of professional growth and improvement |
| **Program activities evaluation** |
| Submission 23 | Title IIA program activities evaluation  |
| Title IV, Part A |
| Distribution of Funds |
| Submission 24 | Targeting Title IVA funds |
| **Report on fund use** |
| Submission 25 | Title IVA program activities evaluation |

# Description of cross-cutting required evidence applicable to each federal program

#### ****Sample documents**** are posted at <http://www.doe.mass.edu/federalgrants/resources/monitoring/>

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| **Submission 1** | **Needs assessment procedure** |
| ***Document instruction:*** | Submit a copy of the **most current, dated** **summary** of the district’s **procedure** for assessing areas of greatest need (must include reference to Title I, Title IIA, and Title IVA, as applicable). |
| ***Required of:*** | All districts receiving any amount of Title IA or IIA funds. For Title IVA, only districts with an allocation greater than $30,000 are required to include Title IVA in their needs assessment. |

Districts are required to conduct annual needs assessments **for each federal program**, including Title I schools (both schoolwide and targeted assistance programs) that include data on student achievement relative to state standards, and input from parents and educators and other stakeholders. The needs assessment procedure briefly **describes how the district and schools conduct their needs assessments in order to establish priorities for action and make appropriate decisions about the allocation of Title I, Title IIA, and Title IVA resources (e.g., people, materials, time, and money, including all funds under ESEA).** This includes a description of the quantitative and qualitative data collected and analyzed, who is involved in the analysis, how priority needs are determined, and how school improvement plans and other documentation relate to this process. Additionally, districts that receive a Title IVA allocation greater than $30,000 must conduct a comprehensive needs assessment in order to examine needs for improvement of –

* 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. ESEA § 4106(d)(1).

See: <https://www.doe.mass.edu/federalgrants/resources/monitoring/needs-assessment-procedure.docx>

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| **Submission 2** | **Offer of consultation to eligible private schools** |
| ***Document instruction:*** | Submit evidence of offers of consultation regarding service to **each** eligible private school listed on the private school services worksheet of the district’s ESSA consolidated grant application for the current school year (**SY2023-24**). Evidence must show that offers were received by all eligible schools (e.g., signed confirmation or email read receipt). |
| ***Required of:*** | All districts except charter schools, virtual schools, and regional vocational schools |

Districts receiving Title I funds must reach out to any private schools located *within or outside* district boundaries that have enrolled students who reside in a Title I-served school attendance area to offer them the opportunity to participate in Title I. Districts are required to provide eligible private school children, their teachers, and their families with Title I services or other benefits, such as professional development, parent involvement opportunities, or materials and supplies (on loan from the public schools), that are equitable to those provided to eligible public school children, their teachers, and their families.

Districts receiving Title IIA and/or Title IVA funds must reach out to any private schools located *within* their district boundaries to offer an opportunity to participate in these programs. The services for the private schools must be in line with Title IIA and IVA grant priorities.

Evidence of private school outreach and programming includes signed confirmation, return receipt slips, or email read receipts from eligible private school leaders that consultation on providing services to eligible private school students has been offered and received. If services are accepted, districts must submit signed affirmation from private schools of consultation in all required areas (see Submission 3).

See: <https://www.doe.mass.edu/federalgrants/titlei-a/guidance/private-schools-consultation.docx> and [private-essa.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.doe.mass.edu%2Ffederalgrants%2Fresources%2Fequitableservices-essa%2Fprivate-essa.docx&wdOrigin=BROWSELINK)

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| **Submission 3** | **Affirmation of consultation with participating private school officials and description of services** |
| ***Document instruction:*** | Submit signed Affirmation of Consultation forms for each participating private schools that includes or is accompanied by a clear, concise description of services being provided in the current school year (**SY2023-24**). |
| ***Required of:*** | Districts with participating private schools |

The ESSA statute and regulations require that timely and meaningful consultation occur between school district staff 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 ESSA Title programs. Written affirmation of consultation and agreement covering the required components must be obtained from an authorized representative of each participating private school.

See: <https://www.doe.mass.edu/federalgrants/resources/equitableservices-essa/affirm-consultation.docx>

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| **Submission 4** | **Third-party contracts** |
| ***Document instruction:*** | Provide copies of any third-party contracts with providers of the district’s equitable services to eligible private school students in the current school year (**SY2023-24)**. Contracts must specify the amount or percentage of funds used for administrative costs. Contracts for more than one type of service (e.g., student tutoring and staff professional development) must delineate the specific amount for each type of activity. |
| ***Required of:*** | Districts with participating private schools using third party providers (typically only used for Title I private school services) |

Districts may provide services to eligible private school children either directly or through arrangements with another district or a third-party provider. If the district contracts with a third-party provider, the provider must be independent of the private school and the contract must be under the control and supervision of the district. Contracts must provide technical descriptions of the Title I services with detail sufficient to enable the district to determine that the Title I statutory and regulatory requirements will be met as required by Section 8306 of ESEA.

See: <https://www.doe.mass.edu/federalgrants/titlei-a/guidance/third-party-contract.doc>

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| **Submission 5** | **Equitable Access to Excellent Educators** |
| ***Document instruction:*** | **Submit evidence to address the following two questions:**1. How is the district closing any inequities in the rates at which low-income students, students of color, English learners, and students with disabilities are taught by lower rated, out-of-field, or inexperienced teachers?
2. To what extent are the district’s plans to address inequities based on data?

Acceptable evidence for question 1 may include: completed templates on developing strategies or monitoring progress; written project plan, timeline, theory of action, and/or goals; description of new practices/policies in response to data.Acceptable evidence for question 2 may include: documentation of district data analysis based on the Student Learning Experience (SLE) report in Edwin Analytics; completed templates on using data beyond the SLE Report or engaging stakeholders in root cause analysis.  |
| ***Required of:*** | Districts with identified equity gaps of 1.5 or greater in the district or any schools in the 3-year SLE report |

Districts are required to identify and address any disparities that result in economically disadvantaged students, students of color, English learners, and students with disabilities being taught at higher rates than other students by lower rated, inexperienced, or out-of-field teachers. ESEA § 1111(g)(1)(B).

See: <https://www.doe.mass.edu/edeffectiveness/equitableaccess/>

See, also: information on the [Student Learning Experience Report](https://www.doe.mass.edu/edwin/gateway/slereport-supp.html) and resources *on* [*developing strategies*](https://www.doe.mass.edu/edeffectiveness/equitableaccess/resources/templates-strategies.docx) *and* [*monitoring progress*](https://www.doe.mass.edu/edeffectiveness/equitableaccess/resources/templates-progress.docx)

# Description of required evidence for Title I, Part A

## Fiscal procedures

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| **Submission 6** | **Title I comparability procedure** |
| ***Document instruction:*** | Submit a **dated** copy of the district’s written comparability procedure for the current school year (**SY2023-24**). |
| ***Required of:*** | All districts except single school districts and districts with one school per grade span |

Districts are required to use district funds to provide educational services in Title I schools that are comparable to the services provided in non-Title I schools. Each year Title I districts are required to demonstrate through appropriate documentation that they are in compliance with the Title I comparability requirements. The district’s comparability procedure should be in writing and state that comparability is an annual requirement. It should identify the office responsible for making the comparability calculations and sources of the data and should include the measure and process used to determine whether schools are comparable. The procedure should also include the district’s timeline for demonstrating comparability and how and when the district makes adjustments in school staffing when schools are not comparable.

See: <https://www.doe.mass.edu/federalgrants/titlei-a/guidance/comparability.docx>

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| **Submission 7** | **Title I comparability demonstration** |
| ***Document instruction:*** | Submit completed comparability forms for the current school year (**SY2023-24**). Comparability forms are located at <https://www.doe.mass.edu/federalgrants/titlei-a/guidance/>. |
| ***Required of:*** | All districts except single school districts and districts with one school per grade span |

The comparability demonstration is comprised of forms documenting equivalence in the assignment of instructional personnel. In addition, districts must maintain on file a district-wide salary schedule and a statement regarding the policy and procedures to ensure equivalence in the provision of instructional materials and supplies.

See: <https://www.doe.mass.edu/federalgrants/titlei-a/guidance/comparability-instructions.docx>

## Family/ Guardians communications

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| **Submission 8** | **Title I district and school-level family/guardian engagement policies** |
| ***Document instruction:*** | Submit the **most current, dated copy** of the district’s overall family/guardian engagement policy and each Title I school’s family/guardian engagement policy. A district mayadopt an inclusive policy that incorporates all of the required district-level and school-level components, in which case it should submit the inclusive policy. Submit evidence that the family/guardian engagement policy has been reviewed by families/guardians and revisions have been made in an updated policy. Evidence can include relevant meeting agenda items, meeting notes, and written feedback. |
| ***Required of:*** | All districts and all Title I schools |

Districts and Title I schools must develop jointly with, annually evaluate with, and distribute to families/guardians of Title I students (or, in the case of schoolwide programs, all students) written family/guardian engagement policies. These policies are intended to:

* Develop culturally and multilingual sustaining systems for effective family/guardian engagement at the district and school level
* Actively involve families, guardians, teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, administrators, and other appropriate school personnel in the joint development of the Title I portion of the annual ESSA consolidated grant application; as applicable, center families and guardians in the development and decision making of schoolwide program plans as well as targeted or comprehensive support and improvement plans
* Build and enhance the capacity of all participating schools in implementing authentic and effective parent, guardian, and family engagement activities to improve student academic achievement and school performance
* Coordinate, integrate, and align Title I family/guardian engagement strategies with family/guardian engagement strategies under other programs such as the Head Start program and state-run preschool programs

(Please note: it is not required that the district use the word ‘policy’ to describe this document, as in some cases this would require approval from the school committee.)

See: <https://www.doe.mass.edu/federalgrants/titlei-a/guidance/pi-guidance-policies.docx>

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| **Submission 9** | **Title I school- family/guardian compact** |
| ***Document instruction:*** | Submit one copy of the school-family/guardians compact from **each** Title I school from the current school year (**SY2023-24**) **or** as part of an inclusive district and school-level policy. |
| ***Required of:*** | All Title I schools (**or** as part an inclusive district- and school-level family/guardian engagement policy) |

The school-family/guardian compact is a written agreement that outlines how families/guardians, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and families and guardians will build and develop a partnership to help students achieve the state's high standards. In a targeted assistance program, compacts should identify specific grades and subject areas served and are only distributed to families/guardians of students served by Title I funds. In a schoolwide program, compacts are distributed to all families/guardians. Although some districts choose to require that the school-family/guardian compact be signed by involved parties, this is not required.

See: <https://www.doe.mass.edu/federalgrants/resources/monitoring/school-parent-student-compact.docx>

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| **Submission 10** | **Documentation of Title I family/guardian outreach and involvement** |
| ***Document instruction:*** | For each Title I school, submit the **dated notice** sent to families/guardian informing them of the annual Title I meeting for the current school year (**SY2023-24**). Provide a **limited sampling** of evidence to show that the required communication and training was provided to families/guardians of Title I students to promote family/guardian involvement at each Title I targeted assistance school and to all families at each Title I schoolwide program school in the current school year (**SY2023-24**) **and/or** the previous school year (**SY2022-23**). |
| ***Required of:*** | All Title I schools |

Districts and schools are expected to involve families/guardians of students served by Title I funds in a targeted assistance program or the families/guardians of all students in the school in a schoolwide program. Evidence includes copies of meeting agendas, workshop flyers, sign-in sheets, and other documentation that demonstrates the district is providing accessible tools to assist all families/guardians in understanding the state’s high standards, state and local academic assessments, including alternative assessments, the family/guardian involvement requirements of Section 1116 of the Every Student Succeeds Act (ESSA); sharing best practices and resources with families on how to monitor and improve student academic progress and achievement, conduct, with the meaningful involvement of parents, guardians and families, an annual evaluation of the effectiveness of the family/guardians engagement policy in improving the academic quality of Title-I served schools (both schoolwide and targeted assistance programs), and ensure successful systems and policies are in place for families/guardians to be actively involved in the planning, implementation, and review of Title I program.

See: <https://www.doe.mass.edu/federalgrants/resources/family-engagement.html>

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| **Submission 11** | **Title I family/guardian notification – report cards, cover letters, and right to request teacher qualification information** |
| ***Document instruction:*** | Submita copy of the dated cover letter, which includes notice of right to request teacher qualification information, sent to families/guardians from each Title I school in the district in the current school year (**SY2023-24**) that accompanied the report card. In addition, include **a link** to where the report card is posted on the district or school website. Do not submit a copy of the report card itself.  |
| ***Required of:*** | All Title I schools |

Districts receiving Title I funds must annually prepare and distribute district and school report cards to the families/guardians of all children enrolled in district schools. School districts must post the report card to their website and, in addition, may use at least one of the following distribution methods: (1) electronic; (2) hard copies to families/guardians, such as giving report cards to students to bring home in their backpacks; or (3) via U.S. mail. If a district does not have a website, it must use at least one of the aforementioned methods. Guidance and resources on report cards, including a sample report card cover letter can be found [here](http://www.doe.mass.edu/accountability/report-cards/). DESE intends to publish updated report cards and cover letters in January of the current school year.

See: <https://www.doe.mass.edu/accountability/report-cards/letter-english.docx>

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| **Submission 12** | **Title I family/guardian notification – right-to-know (if child’s teacher is not appropriately licensed)** |
| ***Document instruction:*** | ***If applicable***, submit evidence that families/guardians were notified in a timely manner if their student has been taught for four or more consecutive weeks by a teacher who does not meet applicable State licensure requirements at the grade level and subject area in which the teacher has been assigned. |
| ***Required of:*** | Title I schools where a teacher not appropriately licensed (or on a waiver) taught for four or more weeks, whether that teacher is paid out of Title I funds or not. |

Families/guardians of students attending Title I schools must be notified if their student has been taught for four or more consecutive weeks by a teacher who does not meet applicable State licensure requirements at the type of school, grade level and subject area in which the teacher has been assigned. This requirement is applicable whether or not the teacher is being paid with Title I funds. A dated copy of one letter sent per teacher for which notification is required is sufficient evidence for submission.

See: <https://www.doe.mass.edu/federalgrants/resources/monitoring/right-to-know-teacher-not-licensed.docx>

## Program design and evaluation

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| **Submission 13** | **Title I program evaluation procedure** |
| ***Document instruction:*** | Submit the **most current, dated copy** of the written procedure for evaluating Title I program implementation and impact. |
| ***Required of:*** | All districts |

Districts are required to evaluate their Title I programs at least annually. The program evaluation procedure describes how each school’s Title I program, **including participating private school programs and parent involvement policies and procedures**, is annually evaluated for impact on student achievement. The procedure describes the data used, constituents consulted, process used to arrive at evaluation findings, and how these findings are used for planning and improvement.

See: <https://www.doe.mass.edu/federalgrants/titlei-a/guidance/eval-procedure.docx>

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| **Submission 14** | **Title I program evaluation summary, including private school service, if any** |
| ***Document instruction:*** | Submit a copy of the program evaluation summary and findings from the previous school year’s (**SY2022-23**) Title I program in the district, including evaluation of any services provided to eligible students in private schools. |
| ***Required of:*** | All districts |

The program evaluation summary is a written summary of the process, findings, and actions resulting from evaluation of the Title I program in each Title I school. This includes a list of strengths and weaknesses of the program (including any private school service) as indicated by findings from data analysis, and descriptions of any changes the district made to its programming as a result. Note that the summary must include analysis of the data used to evaluate program impact, not the raw data.

See: <https://www.doe.mass.edu/federalgrants/titlei-a/guidance/eval-summary.docx>

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| **Submission 15** | **Title I targeted assistance program plans** |
| ***Document instruction:*** | Submit a completed targeted assistance program plan/use of funds in targeted assistance schools templateSee: <https://www.doe.mass.edu/federalgrants/titlei-a/guidance/ta-program-plan.xlsx> |
| ***Required of:*** | Title I schools with targeted assistance programs |

A "targeted assistance program plan" is documented by completing the template linked above. The form provides a summary of what is being taught to whom, by whom (e.g., number and type of teachers / paraprofessionals); in which grades; and using which model (e.g., inclusion or pull-out). Districts are required to develop targeted assistance program plans that are coordinated with and support regular education program(s) in relevant schools. Title I staff must be integrated with regular instructional staff in all activities, and targeted assistance programs must: (1) Use effective instructional methods and strategies that strengthen the core academic program of the school; (2) Use multiple, educationally-related, objective criteria to identify children failing, or most at risk of failing, to meet the state's academic achievement standards (children in grades PK-2 selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures); (3) Give primary consideration to providing extended learning time for served students; (4) Provide an accelerated, high-quality curriculum; and (5) Minimize the removal of children from the regular classroom during regular school hours.

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| **Submission 16** | **Title I schoolwide program plans** |
| ***Document instruction:*** | Submit schoolwide program plans or school improvement plans that incorporate required components of a schoolwide program plan for each Title I schoolwide program school. |
| ***Required of:*** | Title I schools with schoolwide programs |

A schoolwide program is one in which districts have elected to use Title I funds in combination with other federal, state, and local funds to upgrade a school's entire educational program. It is not necessary for the schoolwide plan to be separate from the school improvement plan or related document for charter schools. The school improvement plan must make clear, however, how the required components of the schoolwide plan are addressed within the school improvement plan.

See: <https://www.doe.mass.edu/federalgrants/titlei-a/guidance/schoolwide-programs.docx>

## Data collection and management

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| **Submission 17** | **Title I student selection procedure in targeted assistance schools** |
| ***Document instruction:*** | Submit a copy of the current, dated student selection procedure used in targeted assistance program schools to identify students for participation in the Title I program in the current school year (**SY2023-24**). (*Not applicable to schoolwide programs.*) |
| ***Required of:*** | Title I schools with targeted assistance programs |

Districts must have a procedure outlining the process used in targeted assistance schools to identify students failing or most at-risk of failing to meet the state's challenging student academic achievement standards based on multiple, educationally-related, objective criteria established by the district and supplemented by the school.

See: <https://www.doe.mass.edu/federalgrants/titlei-a/guidance/student-procedure.docx>

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| **Submission 18** | **Title I targeted assistance program student selection criteria** |
| ***Document instruction:*** | Submit a copy of the current school year’s (**SY2023-24**) student selection criteria sheets **for each subject and grade served in targeted assistance programs**. (*Not applicable to schoolwide programs.*) |
| ***Required of:*** | Title I schools with targeted assistance programs |

Students are selected for participation in Title I targeted assistance programs based on multiple, objective, educationally-related criteria. Selection criteria are weighted by attaching a range of points to each one, resulting in a total score per student screened. Screened students with the highest scores, therefore, exhibit the greatest academic need for program participation.

See: <https://www.doe.mass.edu/federalgrants/titlei-a/guidance/student-criteria.docx>

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| **Submission 19** | **Title I rank-ordered student selection list of Title I students in targeted assistance program** |
| ***Document instruction:*** | Submit copies of the current school year’s (**SY2023-24**) lists of students screened for selection. Lists should be **by subject and grade served and include individual student total scores, listed in descending order.** To protect student confidentiality, please **do not include student names** (remove or white-out). (*Not applicable to schoolwide programs*.) |
| ***Required of:*** | Title I schools with targeted assistance programs |

Districts must maintain rank-ordered lists of Title I students that record, from highest total selection criteria points to lowest, each student screened for targeted Title I assistance. Lists include selection score, indication of selection for service or not, and notation of any required services already provided (such as special education or English learner services).

See: <https://www.doe.mass.edu/federalgrants/titlei-a/guidance/rank-ordered.xlsx>

## Opportunity and equal educational access

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| **Submission 20** | **Neglected or delinquent (N or D) facility coordination – fund use and outcomes achieved** |
| ***Document instruction:*** | Districts with neglected or delinquent (N/D) facilities located within their district boundaries must submit:1. a summary of activities funded through Title I, Part D, Subpart 2 at the local neglected/delinquent facility during the 2022-23 school year;
2. an evaluation summary of the outcomes achieved by the Title I, Part D activities. Include analysis of data used to evaluate the impact of the activities funded through this program, such as student assessment data or other quantitative or qualitative data.
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| ***Required of:*** | Districts with a neglected or delinquent facility within their boundaries |

Title I, Part D (The Prevention and Intervention Program for Children and Youth Who Are Neglected, Delinquent, or At-Risk) assists the education of certain disadvantaged children. The funds are distributed through Title I grants directly to public school districts with an eligible neglected or delinquent facility located within their boundaries. The district acts as a fiscal agent for the Title I, Part D, Subpart 2 funds, which includes oversight of the funds to ensure they are spent as outlined in the Formal Agreement between the district and the N/D facility. Districts are responsible for monitoring the Title I, Part D, Subpart 2 program to ensure that the facility is carrying out its responsibilities and is complying with all applicable statutory and regulatory requirements of the grant. The district Title I Director must work with the N/D facility coordinator to evaluate the impact of Title I, Part D, Subpart 2 activities on the children and youth in the facility.

# Description of required evidence for Title II, Part A

## Distribution of funds

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| **Submission 21** | **Targeting Title IIA funds** |
| ***Document instruction:*** | Submit a description of the process for prioritizing the distribution of Title IIA funds to schools. |
| ***Required of:*** | All districts except single school districts |

Activities supported with Title II, Part A funds must collectively address the needs of all subgroups of students in the district. In addition, schools identified for support and improvement, and **schools with the highest percentage of low-income students are prioritized** for participation in activities funded by Title II, Part A. ESEA § 2103(b)(2) and § 2103(b)(2)(C).

See: <https://www2.ed.gov/policy/elsec/leg/essa/essatitleiipartaguidance.pdf>

## Systems of professional growth and improvement

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| **Submission 22** | **Systems of professional growth and improvement** |
| ***Document instruction:*** | Submit the district’s professional development plan, teacher and principal induction program, and educator evaluation framework. |
| ***Required of:*** | All districts |

Districts must have a system of professional growth and improvement that meets the requirements of the MA Educator Evaluation Framework, an induction and mentoring program that is strategically designed to allow for continuous improvement of new teachers and of the program itself, and professional development activities that are sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused. ESEA § 2102(2)(B).

## Program activities evaluation

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| **Submission 23** | **Title IIA program activities evaluation** |
| ***Document instruction:*** | Submit a copy of the program evaluation summary and findings for all of the previous year’s Title IIA funded activities, including evaluation of any professional development provided to eligible private school educators. Summary must include analysis of the data (not the raw data) used to evaluate the impact of all Title IIA funded activities. |
| ***Required of:*** | All districts |

Professional development activities funded with Title IIA funds must use data and ongoing evaluation to continually update and improve activities. ESEA § 2102(b)(2)(D).

# Description of required evidence for Title IV, Part A

## Distribution of funds

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| **Submission 24** | **Targeting Title IVA funds** |
| ***Document instruction:*** | Submit a description of the process for prioritizing the distribution of Title IVA funds to schools  |
| ***Required of:*** | All districts except single school districts |

Districts are **required to prioritize the distribution of Title IVA funds to schools with the greatest needs**, have the highest percentages or numbers of children in poverty, are identified for support and improvement, are implementing targeted support and improvement plans, or are identified as a persistently dangerous public elementary school or secondary school under section 8532. ESEA § 4106(e)(2)(A).

## Report on fund use

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| **Submission 25** | **Title IVA program activities evaluation** |
| ***Document instruction:*** | Submit a copy of the program evaluation summary and findings for all of the previous year’s Title IVA funded activities, including evaluation of any professional development provided to eligible private school educators. Summary must include analysis of the data (not the raw data) used to evaluate the impact of all Title IVA funded activities. |
| ***Required of:*** | All districts |

The district annually reports to the state how funds are being used (in the three Title IV, Part A priority areas (1) well-rounded education, (2) safe and healthy schools, and (3) improving the use of technology) and the degree to which the district has made progress toward meeting the objectives and outcomes described in its application for the use of these funds. ESEA §4106(e)(2)(F)

# Appendix A: Detailed program review criteria

This appendix provides districts with additional detailed information, should they need it as a reference when organizing documentation according to the tab structure above. The criteria below are based on the statutory requirements of the ESSA Federal grants (Title I, Part A, Title II, Part A, and Title IV, Part A) programming and serve as the basis for the report of findings (if any). Please note that in addition to the evidence specified below, DESE may request additional district records to verify compliance.

**PLEASE NOTE: Document submission should not be organized according to the program review criteria below. Rather, documents for submission must be organized and are uploaded into the online CHAMP system according to the list of submissions on the preceding pages.**

| Requirements applicable across each federal program |
| --- |
| CRITERIA | EVIDENCE |
| **1-A** | District conducts annual needs assessment for each Title I school (both schoolwide and targeted assistance programs) that includes data on achievement of children in relation to state academic content and achievement standards and input from parents and school and district staff. Needs assessments are used to determine type of programs and services to be provided to eligible students.ESEA §§1114~1115 | * *Documentation of Title I family/guardian outreach and involvement (Submission 10)*
* *Needs assessment procedure (Submission 1)*
 |
| **1-B** | District conducts an annual needs assessment and meaningfully consult with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other organizations with relevant and demonstrated expertise in programs and activities to determine and inform the types of services to be provided. ESEA § 2102 (B)(3) | * *Evidence of the stakeholder participation/collaboration: surveys, meeting agendas/notes, sign-in sheets*
* *Needs assessment procedure (Submission 1)*
 |
| **1-C** | Districts that received a Title IVA allocation greater than $30,000 conducted a comprehensive needs assessment in order to examine needs for improvement of—* 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. ESEA § 4106(d)(1).
 | * *Evidence of the stakeholder participation/collaboration: surveys, meeting agendas/notes, sign-in sheets*
* *Needs assessment procedure (Submission 1)*
 |
| **1-D** | District submits annual ESSA consolidated grant application (“plan”) and any necessary amendments to plan (on file with DESE). ESEA §§1112; 1114~1116 | * *ESSA consolidated grant application and amendments (on file with DESE)*
 |
| **1-E** | Private School Outreach and Programming:District consults with appropriate private school officials regarding services for eligible private school children, maintains written affirmation of consultation, provides equitable services, and evaluates Title I program serving eligible private school students.ESEA §§1117; 8306 | * *Offer of consultation to eligible private schools (Submission 2)*
* *Affirmation of consultation with participating private school officials and description of services, if applicable (Submission 3)*
* *Third-party contracts, if applicable (Submission 4)*
 |
| **1-F** | Private School Participants:District appropriately calculates and expends funds for equitable services to private school students, their teachers, and families. ESEA §§1117; 8306 | * *ESSA consolidated grant application (on file with DESE)*
* *Offer of consultation to eligible private schools (Submission 2)*
* *Affirmation of consultation with participating private school officials and description of services, if applicable (Submission 3)*
* *Third-party contracts, if applicable (Submission 4)*
 |
| **1-G** | Equitable Access to Excellent Educators: The district works to identify and address any disparities that result in historically disadvantaged student groups being taught at higher rates than other students by lower rated, inexperienced, or out-of-field teachers.ESEA § 1111(g)(1)(B)1. How is the district closing any inequities in the rates at which low-income students, students of color, English learners, and students with disabilities are taught by lower rated, out-of-field, or inexperienced teachers?
2. How are plans to address these inequities based in local data?
 | * *Completed templates on* [*developing strategies*](https://www.doe.mass.edu/edeffectiveness/equitableaccess/resources/templates-strategies.docx)*, or* [*monitoring progress (Submission 5*](https://www.doe.mass.edu/edeffectiveness/equitableaccess/resources/templates-progress.docx)*)*
* *Written project plan, timeline, theory of action, and/or goals (Submission 5)*
* *Descriptions of, or communications about, new practices/policies in response to data (Submission 5)*
* *Documentation of district data analysis based on the* [*Student Learning Experience Report*](http://www.doe.mass.edu/edwin/gateway/slereport-supp.html) *data or local district data (Submission 5)*
* *Completed templates on using data beyond the SLE Report or engaging stakeholders in root cause analysis (Submission 5)*
* *Communication or notes from meetings discussing equitable access data or root cause analysis (Submission 5)*
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# Title I, Part A

| Fiscal Procedures |
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| CRITERIA | EVIDENCE |
| **2-A** | Maintenance of Effort:District’s combined fiscal effort per student (or aggregate local and state expenditures for free public education for the preceding fiscal year) was not less than 90 percent of the combined fiscal effort or aggregate expenditures for the second preceding fiscal year. (N.B., Maintenance of effort applies to local and state expenditures, not to Title I or other federal expenditures.) ESEA §§1118(a); 8521 | * *Federal grant assurances document (on file with DESE)*
* *Maintenance of effort records (on file with DESE)*
 |
| **2-B** | Comparability of Services:District has and follows a written comparability reporting procedure. District’s comparability demonstration is prepared annually and demonstrates that services provided through state and local funds in Title I schools are comparable to those provided in non-Title I schools. When all schools are Title I schools, comparability demonstration shows that district uses state and local funds to provide services that, taken as a whole, are substantially comparable in each school.(*N.B.*, Comparability of services applies to local and state funds, not to Title I or other federal funds.)ESEA §1118(c) | * *Title I comparability procedure (Submission 6)*
* *Title I comparability demonstration (Submission 7)*
 |
| **2-C** | Supplement, Not Supplant:District demonstrates that it uses Title I funds only to augment the level of funds that would in the absence of Title I funds be made available from non-federal sources for the education of students participating in Title I programs. ESEA §§1118(b); 1114~1115 | * *Federal grant assurances document (on file with DESE)*
* *Supplement, not supplant methodology (on file at district)*
* *Title I comparability demonstration (Submission 7)*
 |
| **2-D** | Supplement, Not Supplant for Targeted Assistance Schools:District/school demonstrates that Title I funds have been used for the express purpose of serving those students who were identified as being in greatest need of Title I assistance based on student selection criteria. ESEA §§1118(b); 1114~1115 | * *Federal grant assurances document (on file with DESE)*
* *Supplement, not supplant methodology (on file at district)*
* *Title I targeted assistance program student selection procedure and criteria (Submissions 17 and 18)*
 |
| **2-E** | Supplement, Not Supplant for Schoolwide Program Schools:District demonstrates that Title I funds in schoolwide program school(s) are in addition to total amount of funds that would, in the absence of Title I funds, be made available from state and local sources, including funds needed to provide services required by law for students with disabilities and students with limited English proficiency. ESEA §§1118(b); 1114 | * *Federal grant assurances document (on file with DESE)*
* *Supplement, not supplant methodology (on file at district)*
* *Title I comparability demonstration (Submission 7)*
 |
| **2-F** | Reservation of Funds:District reserves appropriate level of funds for:1. Family engagement
2. Children in institutions for neglected or delinquent children
3. Homeless children
4. Administrative services
5. Foster care transportation
6. Preschool services
7. Indirect costs

ESEA §§1113; 1116; 1118 | * *ESSA consolidated grant application (on file with DESE)*
 |
| **2-G** | Single Audit:Districts expending $750,000 or more annually in federal grant awards comply with single audit requirements (apart from districts taking program-specific audit exception). 2 CFR 200.430 | * *Uniform Guidance audit reports (on file with DESE)*
* *District audit corrective action plans (if appropriate) and records (as requested)*
 |

| Family/Guardian Communications |
| --- |
| CRITERIA | EVIDENCE |
| **3-A** | District notifies family/guardian of school and district accountability status as well as right to request teacher qualification information. As applicable, district notifies families/guardian that student has been taught for four or more consecutive weeks by a teacher who does not meet licensure requirements for the grade and subject assigned to teach. Additionally, district publishes and distributes annual report cards for district and all district schools.ESEA §§1111-1112; §§1114-1116 | * *Title I Family/guardian notification – report card cover letter (Submission 11)*
* *Title I Family/guardian t notification – notice to family/guardian that student’s teacher is not appropriately licensed for grade and subject assigned to teach (Submission 12)*
 |
| **3-B** | District and schools develop jointly with, annually evaluate and update with, and distribute to families/guardians written family/guardian engagement policies and school-family/guardian compacts. * Family/Guardian engagement policies describe specific rights of families/guardians and the information and meaningful activities developed with families/guardians so the entire community is prepared to participate in student educational growth. Policies must also describe how families/guardians are involved in an annual evaluation of the effectiveness of the family/guardian engagement in improving academic achievement.
* School-family/guardian compacts are agreements between the entire school and the home (families/guardians) that describe the responsibilities of each party, including the student, if desired.

ESEA §§1111-1112; §§1114-1116 | * *Title I district and school family/guardian involvement policies (may be one inclusive policy that includes both district and school-level components) (Submission 8)*
* *Title I School-family/guardian compact (may be part of an inclusive policy) (Submission 9)*
 |
| **3-C** | Schools conduct meetings at least annually to inform participating families/guardians of students about Title I programs. District and its schools develop materials and implement training/meeting time for Title I families/guardians to understand and collaborate on:* The state’s academic content standards and state student academic achievement standards;
* State and local academic assessments, including alternative assessments;
* The family/guardian engagement requirements of section 1116; and
* Sharing best practices and resources with families/guardians on how to monitor and improve student academic progress and achievement

Additionally, districts and schools provide accessible tools to assist all families in understanding and collectively supporting student improvement and achievement. ESEA §§1111-1112; §§1114-1116 | * *Documentation of Title I family/guardian outreach and involvement (Submission 10)*
 |

| Program Design and Evaluation |
| --- |
| CRITERIA | EVIDENCE |
| **4-A** | District evaluates Title I plan at least on an annual basis and makes necessary revisions to reflect substantial changes in direction of Title I program(s). Evaluation reflects accountability data for district and all Title I schools.Each local education agency that conducts a program under [Title I, Part D] subpart 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 3 years, to determine the program’s impact on the ability of participants.ESEA §§1112; 1114~1116; 1431(a) | * *Title I program evaluation procedure (Submission 13)*
* *Title I program evaluation summary, including private school service, if any (Submission 14)*
* *Neglected or delinquent (N or D) facility coordination – fund use and outcomes achieved (Submission 20)*
* *Accountability data (on file with DESE)*
 |
| **4-B** | Schoolwide Programs:If applicable, district develops comprehensive schoolwide program plans with involvement of community, individuals to be served, and relevant staff. Schoolwide plans are evaluated annually and must be:* *Developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals, and administrators of programs included;*
* *Regularly monitored and revised as necessary based on student needs;*
* *Developed in coordination and integration with other Federal, State, and local services, resources, and programs;*
* *Based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly those children who are failing or most at risk of failing to meet those standards;*
* *Inclusive of description of the strategies the school will use to:*
	+ *Provide opportunities for all children to meet the challenging State academic standards, particularly those most at risk of not meeting those standards; and*
	+ *Strengthen the academic program of the school, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.*

ESEA §§1112; 1114 | * *Title I schoolwide program plans (Submission 16)*
 |
| **4-C** | Targeted Assistance Programs:District develops targeted assistance program plans that are coordinated with and support regular education program(s) in relevant schools. Title I staff must be integrated with regular instructional staff in all activities, and targeted assistance programs must:1. Use effective instructional methods and strategies that strengthen the core academic program of the school;
2. Use multiple, educationally related, objective criteria to identify children failing, or most at risk of failing, to meet the state's academic achievement standards (children in grades PK-2 selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures);
3. Give primary consideration to providing extended learning time for served students;
4. Provide an accelerated, high-quality curriculum;
5. Minimize the removal of children from the regular classroom during regular school hours.

ESEA §1115 | * *ESSA consolidated grant application (on file with DESE)*
* *Title I targeted assistance program student selection criteria (Submission 18)*
* *Title I rank-ordered student selection list of Title I students in targeted assistance program (Submission 19)*
 |
| **4-D** | Accountability related required actions – schools designated as TSI or CSI*:*Applicable districts are required to:1. Develop comprehensive support and improvement plans under ESEA section 1111(d)(1) for schools receiving funds under this section;
2. Support schools developing or implementing targeted support and improvement plans under ESEA section 1111(d)(2), if funds received under this section are used for such purpose;
3. Monitor schools receiving funds under this section, including how the local educational agency will carry out its responsibilities under clauses (iv) and (v) of ESEA section 1111(d)(2)(B) if funds received under this section are used to support schools implementing targeted support and improvement plans;
4. Use a rigorous review process to recruit, screen, select, and evaluate any external partners with whom the local educational agency will partner;
5. Align other Federal, State, and local resources to carry out the activities supported with funds received under subsection (b)(1); and
6. As appropriate, modify practices and policies to provide operational flexibility that enables full and effective implementation of the plans described in paragraphs (1) and (2) of ESEA section 1111(d); and

Ensure supplement, not supplant policies have been followed (that each school the local educational agency proposes to serve will receive all of the State and local funds it would have received in the absence of funds received under this section) ESEA §1003 | * *ESSA consolidated grant application (on file with DESE)*
* *Accountability data (on file with DESE)*
* *Information from DESE Center for District Support*
* *Title I data collection (on file with DESE)*
 |

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| Data Collection and Management |
| CRITERIA | EVIDENCE |
| **5-A** | Selection and Allocation:District appropriately allocates funds to eligible school attendance areas or schools in rank order of poverty based on number of children from low-income families residing in an eligible attendance area.ESEA §§1113; 1116 | * *ESSA consolidated grant application (school funding worksheet) (on file with DESE)*
* *Title I targeted assistance program plans (Submission 15)*
* *SIMS data (on file with DESE)*
* *Directory administration data (on file with DESE)*
 |

| Opportunity and Equal Educational Access |
| --- |
| CRITERIA | EVIDENCE |
| **6-A** | All Students:District identifies as eligible for Title I services students with disabilities, English language learners, and homeless students using the same basis as other students selected to receive services. District ensures that all students have equal opportunity to be selected to receive services.ESEA §1115 | * *Title I targeted assistance program student selection procedure and criteria (Submissions 17 and 18)*
* *Title I Rank-ordered student selection list of Title I students in targeted assistance program (Submission 19)*
 |
| **6-B** | Services for Neglected or Delinquent Children:District consults with appropriate officials from neglected/delinquent (N/D) facilities regarding services for eligible children and establishes formal agreement(s) with N/D facilities, where appropriate, to deliver educational programs in local facilities that are comparable to programs in schools students would otherwise attend. Neglected/delinquent section of the consolidated application is complete and meets all requirements. District confirms with the local N/D facility that it meets the required definition for an institution for neglected or delinquent children and youth.INSTITUTION FOR NEGLECTED OR DELINQUENT CHILDREN AND YOUTH. —The term ‘‘institution for neglected or delinquent children and youth’’ means— (A) a public or private residential facility, other than a foster home, that is operated for the care of children who have been committed to the institution or voluntarily placed in the institution under applicable State law, due to abandonment, neglect, or death of their parents or guardians; or (B) a public or private residential facility for the care of children who have been adjudicated to be delinquent or in need of supervision.ESEA §§1423; 1432(4) | * *ESSA consolidated grant application (on file with DESE)*
* *Neglected or delinquent (*N/D*) facility charter, if applicable (on file with DESE)*
* *Neglected or delinquent (N/D) facility formal agreement and budget, if applicable (on file with DESE)*
 |

# Title II, Part A

| Fiscal Procedures |
| --- |
| CRITERIA | EVIDENCE |
| **7-A** | Allowable activities: The district uses Title II, Part A funds following federal and state spending guidelines. ESEA §2102(b)(2) | * *ESSA consolidated grant application (on file with DESE)*
 |
| **7-B** | Supplement, not supplant: Title II, Part A funds shall be used to supplement, and not supplant, non-federal funds that would otherwise be used for activities funded by ESSA. Professional development activities funded through Title II, Part A support improvement efforts in coordination with those supported through other available funding sources. ESEA §§ 2301, 4110 | * *Federal grant assurances document (on file with DESE)*
* *Title IIA supplement, not supplant policy and procedures (on file at district)*
 |

| Distribution of Funds |
| --- |
| CRITERIA | EVIDENCE |
| **8-A** | Allocating funds: Activities supported with Title II, Part A funds must collectively address the needs of all subgroups of students in the district. In addition, schools identified for support and improvement, and schools with the highest percentage of low-income students are prioritized for participation in activities funded by Title II, Part A. ESEA § 2103(b)(2) and § 2103(b)(2)(C). | * *Description of process for prioritizing schools to receive Title IIA funds (Submission 21)*
* *Systems of professional growth and improvement (Submission 22)*
* *Needs assessment procedure (Submission 1)*
 |

| Systems of Professional Growth and Improvement |
| --- |
| CRITERIA | EVIDENCE |
| **9-A** | Districts must have a system of professional growth and improvement that meets the requirements of the MA Educator Evaluation Framework, an induction and mentoring program that is strategically designed to allow for continuous improvement of new teachers and of the program itself, and professional development activities that are sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused. ESEA § 2103(b)(2)(B). | * *Publicly posted educator evaluation data (DESE website)*
* *Systems of professional growth and improvement (Induction and mentoring program plan) (Submission 22)*
 |

| Program Activities Evaluation |
| --- |
| CRITERIA | EVIDENCE |
| **10-A** | Professional development and other activities funded with Title IIA funds must use data and ongoing evaluation to continually update and improve activities. ESEA § 2102(b)(2)(D). | * *Title IIA program activities evaluation (Submission 23)*
 |

# Title IV, Part A

| Fiscal Procedures |
| --- |
| CRITERIA | EVIDENCE |
| **11-A** | The district reserves not more than 2 percent for the direct administrative costs of carrying out the district’s grant administration responsibilities. ESEA § 4105(c) | * *Federal grant assurances document (on file with DESE)*
* *ESSA consolidated grant application and amendments (on file with DESE)*
 |
| **11-B** | Supplement, not supplant: Title IV, Part A funds shall be used to supplement, and not supplant, non-federal funds that would otherwise be used for activities funded by ESEA §§ 2301, 4110.  | * *Title IVA supplement, not supplant policy and procedures (on file at district)*
 |

| Distribution of Funds |
| --- |
| CRITERIA | EVIDENCE |
| **12-A** | Districts are required to prioritize the distribution of Title IVA funds to schools with the greatest needs, have the highest percentages or numbers of children in poverty, are identified for support and improvement, are implementing targeted support and improvement plans, or are identified as a persistently dangerous public elementary school or secondary school under section 8532. ESEA §4106(e)(2)(A). | * *Targeting Title IVA funds - description of process for prioritizing schools to receive Title IVA funds (Submission 24)*
* *Needs Assessment procedure (Submission 1)*
 |

| Report on Fund Use |
| --- |
| CRITERIA | EVIDENCE |
| **13-A** | The district annually reports to the state how funds are being used and the degree to which the district has made progress toward meeting the objectives and outcomes described in its application for the use of these funds. ESEA §4106(e)(2)(F) | * *Title IVA program activities evalution - summary of activities and programs provided and the outcome measures achieved demonstrating impact (Submission 25)*
* *A description of the data that is collected to evaluate the effectiveness of Title IVA funds used (Tab 25)*
* *ESSA consolidated grant application and amendments (on file with DESE)*
 |