



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**

Bureau of Instructional Support

Office of ESEA Programs

25 Hall Street

Concord, NH 03301

Table of Contents

Introduction and Purpose	3
ESEA Consolidated Monitoring Programs	3
ESEA Consolidated Monitoring Checklist	4
Transparent Accountability	4
Equitable Services (ES) to Non-Public Schools	7
Transferability	10
Local Educational Agencies (LEAs) Funding Flexibility	10
Specific ESEA Title Program Indicators	11
Title I, Part A, Improving the Academic Achievement of the Disadvantaged	11
Title I, Part D, Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk	17
Title II, Part A, Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders	20
Title III, Part A, Language Instruction for English Learners and Immigrant Students	24
Title IV, Part A, Student Support and Academic Enrichment	27
Title IV, Part B, Nita M. Lowey 21st Century Community Learning Centers (21st CCLC)	30
Title V, Part B, Subpart 2: Rural and Low-Income School Program (RLIS)	34
Title IX, Part A, Education for the Homeless and Other Laws (McKinney Vento)	35

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 21st Century Community Learning Centers (21st CCLC)
- Title V, Part B, 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

Indicator	Indicator Citation	Supporting Documents and Resources
PPR 1	<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>2 C.F.R. §200.318(c)</p>	<p>a. Submit to NHED: 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. 2 C.F.R. §200.112</p> <p>b. Submit to NHED: 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 2 C.F.R. § 200.339 Remedies for noncompliance, including suspension or debarment. 2 C.F.R. §200.113</p>
	LEA COMMENTS/NOTES	
PPR 2	<p>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.</p> <p>2 C.F.R. §200.334</p>	<p>a. Submit to NHED: 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>
	LEA COMMENTS/NOTES	
PPR 3	<p>Charges to Federal awards for salaries and wages, including stipends, must be based on records that accurately reflect the work performed. 2 C.F.R. §200.430(i)</p>	<p>a. Submit to NHED: The LEA’s written procedures for Time and Effort Records which must:</p> <ul style="list-style-type: none"> (i) Be supported by a system of internal control which provides reasonable assurance that the charges are accurate, allowable, and properly allocated; (ii) Be incorporated into the official records of the non-Federal entity; (iii) Reasonably reflect the total activity for which the employee is compensated by the non-Federal entity, not exceeding 100% of compensated activities; (iv) 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; (v) Comply with the established accounting policies and practices of the non-Federal entity;

		<p>(vi) 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.</p> <p>(vii) 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. Submit to NHED: Sample Time and Effort Records.</p> <p>Note: The NHED reviewer will notify the LEA which Grants Management System (GMS) Activities that included the payment of personnel with Federal funds were randomly selected and for which the time distribution records must be submitted for review.</p>
	LEA COMMENTS/NOTES	
PPR 4	<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.</p> <p>2 C.F.R. §200.475</p>	<p>a. Submit to NHED: The LEA’s written travel policy.</p>
PPR 5	<p>An LEA that receives assistance under this part shall prepare and disseminate an annual LEA report card that includes information on such agency as a whole and each school served by the agency. Each LEA report card shall be—</p> <ul style="list-style-type: none"> (i) concise; (ii) presented in an understandable and uniform format, and to the extent 	<p>a. Submit to NHED: Evidence of the most recent school report card dissemination. Evidence might include a link to the NHED iReport website posted on the LEA’s website, a letter, an email, or notification in a school newsletter.</p>
	LEA COMMENTS/NOTES	

	<p>practicable, in a language that parents can understand; and</p> <p>(iii) accessible to the public, which shall include—</p> <p>(I) placing such report card on the website of the LEA; and</p> <p>(II) in any case in which an LEA does not operate a website, providing the information to the public in another manner determined by the LEA.</p> <p>ESSA, Section 1111(h)(2)(b)</p>	
	LEA COMMENTS/NOTES	
PPR 6	<p>Funds made available under the under the following subparts must be used to supplement, not supplant, other Federal or State funds available to carry out activities described in any subpart:</p> <p>Title I ESSA, Section 1118(b)(1), Title II, Part A ESSA, Section 2212(g), Title III, Part A ESSA, Section 3115(g), Title IV, Part A ESSA, Section 4110, and Title V, Part B ESSA, Section 5232.</p>	<p>a. Submit to NHED: The LEA’s 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>
	LEA COMMENTS/NOTES	
PPR 7	<p>Each recipient of a grant or subgrant under ESEA (20 U.S.C. 6301 et seq.) is required to 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. 20 U.S.C. §7933</p>	<p>a. Submit to NHED: 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>
	LEA COMMENTS/NOTES	

Equitable Services (ES) to Non-Public Schools

Indicator	Indicator Citation	Supporting Documents and Resources
<p style="text-align: center;">ES 1</p>	<p>The LEA shall provide services to private schools' students and teachers in an equitable manner based on the needs of the students in the private school(s) desiring to participate. <u>ESSA, Section 1117(a)(1) and 8501(c)</u></p>	<p>a. Submit to NHED: The LEA's written procedures for determining program services to the non-public students and teachers, to include:</p> <ul style="list-style-type: none"> (A) how the student's needs will be identified; (B) what services will be offered; (C) how, where, and by whom the services will be provided; (D) how the services will be academically assessed and how the results of that assessment will be used to improve services; (E) 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; (F) 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; (G) 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; (H) how, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why the LEA has chosen not to use a contractor; (I) whether the LEA shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor; (J) whether to provide equitable services to eligible private school students - <ul style="list-style-type: none"> (i) 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 (ii) in the agency's participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools. (K) when, including the approximate time of day, services will be provided; and

		(L) whether to consolidate and use funds provided in coordination with other programs. ESSA, Section 1117 (b)
	LEA COMMENTS/NOTES	
ES 2	If an LEA disagrees with the views of private school officials with respect to an issue described in paragraph (1), the LEA shall provide in writing to such private school officials the reasons why the LEA disagrees. ESSA, Sections 1117(b)(2) and 8501(c)(2)	<p>a. Submit to NHED: The 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. Submit to NHED: Evidence that the complaint procedure has been shared with non-public school representatives. Evidence might include meeting agendas, email communication, etc.</p> <p>c. Submit to NHED: If applicable, records of the LEA’s efforts to resolve any complaints made by non-public school representatives.</p>
	LEA COMMENTS/NOTES	
ES 3	To the extent consistent with the number of eligible children identified under section 1115(c) in the school district served by an LEA who are enrolled in private elementary schools and secondary schools, an LEA shall— (B) ensure that teachers and families of the children participate, on an equitable basis, in services and activities developed pursuant to section 1116 . ESSA, Section 1117(a)(1)(B)	a. Submit to NHED: Evidence the LEA has offered parents/guardians of participating non-public school students inclusion in family engagement services and activities.
	LEA COMMENTS/NOTES	
ES 4	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. ESSA, Section 8501(d)(1)	<p>a. Submit to NHED: For the previous fiscal year, the LEA’s inventory list(s) for each non-public school indicating that the LEA maintains control of all purchased materials and equipment.</p> <p>b. Submit to NHED: The LEA’s Written Inventory Management Procedures (including the management of materials, equipment, and property purchased with Federal funds for use by non-public schools).</p>

	LEA COMMENTS/NOTES	
ES 5	<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. <u>ESSA, Section 8501(d)(1)</u></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. <u>ESSA, Section 8501(d)(2)(B)</u></p>	<p>a. Submit to NHED: 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. Copies of the activities written in the GMS must be included with the evidence but alone do not suffice. Two samples per non-public school are required.</p> <p>b. Submit to NHED: The LEA’s written procedures for monitoring the Federal programs in which the non-public schools participate.</p>
	LEA COMMENTS/NOTES	
ES 6	<p>Provision of Services–</p> <p>(A) The provision of equitable services shall be provided–</p> <p style="padding-left: 40px;">(i) by employees of a public agency; or</p> <p style="padding-left: 40px;">(ii) through contract by the public agency with an individual, association, agency, organization, or other entity.</p> <p>(B) 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. <u>ESSA, Section 8501(d)(2)(A-B)</u></p>	<p>a. Submit to NHED: If applicable, contract(s) of individual(s) providing services to non-public school students.</p> <p>b. Submit to NHED: 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>
	LEA COMMENTS/NOTES	

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. ESSA, Section 5103</p> <p>LEAs May Transfer Funds From:</p> <ul style="list-style-type: none"> Title II Part A, Supporting Effective Instruction Title IV Part A, Student Support and Academic Enrichment ESSA, Section 5103(b)(2) <p>LEAs May Transfer Funds Into:</p> <ul style="list-style-type: none"> Title I Part A, Improving the Academic Achievement of the Disadvantaged Title I, Part C, Education of Migratory Children 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 V, Part B, Rural Education Initiative ESSA Section 5103(b)(1)(B) 	<p>a. Submit to NHED: Evidence of three activities written in GMS that utilized transfer flexibility to show that the LEA follows applicable rules. ESSA, Section 5103(e)</p>
		<p>b. Submit to NHED: Evidence of consultation in accordance with section 8501, if such transfer transfers funds from a program that provides for the participation of students, teachers, or other educational personnel, from private schools.</p>
		<p>c. Submit to NHED: Evidence that the LEA recalculated the amount of funds available in each applicable program for equitable services to reflect all transfers that were made if such transfer transfers funds from or to a program in which the non-public school(s) have elected to participate.</p>
	LEA COMMENTS/NOTES	

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>An LEA may receive a subgrant under this part for any fiscal year only if such agency has on file with the State educational agency (SEA) plan, approved by the SEA, that—</p> <ol style="list-style-type: none"> is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in an LEA 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 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.), ¹the 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. ESSA, Section 1112 	<p>a. Submit to NHED: The LEAs most recent LEA Title I, Part A Plan approved by the SEA.</p> <p>Note: The LEA will need to show proof of periodic review and necessary revisions conducted annually to approved plans.</p>
	LEA COMMENTS/NOTES	
IAD 2	<p>Each LEA will 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 LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA; and</p>	<p>a. Submit to NHED: 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. ESSA, Section 1112(c)(5)(B)</p>

	<p>(B) by not later than one year after the date of enactment of ESSA, 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.</p> <p>ESSA, Section 1112 (c)(5)</p>	<p>b. Submit to NHED: The LEA’s Foster Care Plan that includes:</p> <ol style="list-style-type: none"> 1. LEA Point of Contact and responsibilities; 2. Decision-making process; 3. The type of documentation or records that should be shared between parties; 4. Collaborative structure, such as regularly scheduled meetings, in which relevant individuals can participate in a particular process; 5. The best interest determination document regarding the child’s school placement (school of origin or the receiving school); 6. Transportation procedures; 7. Responsibilities and costs related to student transportation; 8. Clear, written policies that will remove barriers to immediate enrollment and record transfers for children in foster care.
<p>IAD 3</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. ESSA, Section 1112(c)(6)</p> <p>Note: This indicator is applicable to all Schoolwide and Targeted Assistance Programs.</p>	<p>a. Submit to NHED: Credentials for teachers working in Title I, Part A sites, regardless of the funding source of their salaries for all teachers listed in five GMS activities;</p> <p>Acceptable credentials are (Chapter Ed 504):</p> <ul style="list-style-type: none"> ● beginning educator license; ● experienced educator license; ● intern authorization; ● emergency authorization; or ● in process of licensure authorization <p>at the grade level and subject area at which the teacher has been assigned.</p> <p>Note: The NHED reviewer will notify the LEA which GMS activities were randomly selected for review.</p>
	<p>LEA COMMENTS/NOTES</p>	
<p>IAD 4</p>	<p>At the beginning of each school year, the LEA shall notify parents in all Title I, Part A served schools that they may request information regarding the professional qualifications of students’ classroom teachers.</p> <p>ESSA, Section 1112(e)(1)(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–</p>	<p>a. Submit to NHED: Proof of dissemination of the 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.</p>

	<p>(i) information on the level of achievement and academic growth of the student, on each of the State academic assessments required under this part; and</p> <p>(ii) timely notice with respect to each 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. ESSA, Section 1112(e)(1)(B)</p>	<p>b. Submit to NHED: (If applicable) Proof of notification of the Parent Notification Letter(s) 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.</p> <p>c. Submit to NHED: Evidence the LEA has informed parents/guardians of student achievement and academic growth on the New Hampshire Statewide Assessment System (NHSAS).</p>
	LEA COMMENTS/NOTES	
IAD 5	<p>An eligible school operating a schoolwide program shall develop a comprehensive plan that–</p> <p>(4) is available to the LEA, parents, and the public; and</p> <p>(6) is 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 the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the LEA. ESSA, Section 1114(b)</p>	<p>a. Submit to NHED: If applicable, evidence of making the schoolwide plan available to the LEA, parents, and the public. Evidence may be notices of meetings, invitations and correspondence, agendas and minutes, website posting. ESSA Section 1114(b)(4)</p> <p>b. Submit to NHED: If applicable, a copy of the most recent comprehensive needs assessment as required by ESSA, Section 1114(b)(6), the results of such assessment, and the analysis of such results.</p>
	LEA COMMENTS/NOTES	
IAD 6	<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 section 1112. ESSA, Section 1116(a)(2)</p>	<p>a. Submit to NHED: The LEA Parent and Family Engagement Policy that meets the requirements of ESSA, Section 1116(a)(2).</p> <p>b. Submit to NHED: Evidence the LEA involved parents and family members in the development of such policy. Evidence may include meeting minutes and sign-in sheets, agendas, even invitations, etc.</p> <p>c. Submit to NHED: Evidence the LEA Parent and Family Engagement Policy was distributed to parents/guardians.</p>
	LEA COMMENTS/NOTES	

IAD 7	Each LEA that receives funds under this part shall provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance. ESSA, Section 1116(a)(2)(B)	a. Submit to NHED: Evidence the LEA provided the required coordination, technical assistance, and other necessary support regarding the engagement of parents and families to all Title I, Part A-participant schools within the LEA.
	LEA COMMENTS/NOTES	
IAD 8	Each LEA that receives funds under this part shall conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying— <ul style="list-style-type: none"> (i) barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); (ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and (iii) strategies to support successful school and family interactions; ESSA, Section 1116(a)(2)(D) 	a. Submit to NHED: A copy of the LEA’s evaluation of the parent and family engagement policy for the fiscal year prior to the monitored fiscal year.
		b. Submit to NHED: Evidence of meaningful involvement of parents and families such evaluation.
	c. Submit to NHED: Evidence of implementing evidence-based strategies for more effective parental involvement in the monitored fiscal year, based on the findings from such evaluation. ESSA, Section 1116(a)(2)(E)	
LEA COMMENTS/NOTES		
IAD 9	LEAs receiving allocations of \$500,000 or more shall involve parents and family members of children receiving services under this part in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities. ESSA, Section 1116(a)(3)(B)	a. Submit to NHED: If applicable, 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>Funds reserved under subparagraph (A) by an LEA shall be used to carry out activities and strategies consistent with the LEA’s parent and family engagement policy. ESSA, Section 1116 (a)(3)(D)</p>	<p>b. Submit to NHED: If applicable, evidence that the LEA and/or school site provided parent and family engagement opportunities in alignment with the LEA’s parent and family engagement policy. 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, etc. Evidence might include flyers, newsletters, meeting agendas, presentations, etc.</p>
	<p>LEA COMMENTS/NOTES</p>	
<p>If the monitored LEA has an LEA-level parent and family engagement policy that applies to all parents and family members in all schools served by the LEA, such agency may amend that policy, if necessary, to meet the requirements of the school level engagement policy. ESSA, Section 1116(b)(3) If requirements of both section 1116(a) and 1116(b) are met in one policy, then the same policy may be used and should be uploaded for both IAD 6a and IAD 10a.</p>		
<p>IAD 10</p>	<p>Each school served under this part 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. ESSA, Section 1116(b)</p>	<p>a. Submit to NHED: The School Parent and Family Engagement Policy from at least one Title I, Part A-recipient school.</p> <p>b. Submit to NHED: Evidence such Policy was periodically updated jointly with parents and family members of participating children.</p> <p>c. Submit to NHED: Evidence such Policy was distributed to parents/guardians and made available to the public.</p>
	<p>LEA COMMENTS/NOTES</p>	
<p>IAD 11</p>	<p>Each school served under this part shall— (1) 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 school’s participation and to explain the requirements of this part (Title I, Part A), and the right of the parents to be involved; and offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation or childcare. ESSA, Section 1116(c)(1-2)</p>	<p>a. Submit to NHED: Evidence that each school hosted an annual meeting explaining the requirements of Title I, Part A. The evidence must include a copy of the meeting invitation, agenda, and attendance record.</p> <p>b. Submit to NHED: Evidence that such meetings were offered with flexibility.</p>

	LEA COMMENTS/NOTES	
IAD 12	<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. ESSA, Section 1116(d)</p>	<p>a. Submit to NHED: A School-Parent Compact from at least one of the LEA’s Title I, Part A-recipient schools that–</p> <ul style="list-style-type: none"> (1) describes the school’s responsibility to provide high-quality curriculum and instruction; and (2) addresses the importance of communication between teachers and parents on an ongoing basis through, at a minimum– <ul style="list-style-type: none"> (A) parent-teacher conferences; (B) frequent reports to parents on their child’s progress; (C) reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities; and (D) ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.
	LEA COMMENTS/NOTES	<p>b. Submit to NHED: 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>

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	<p>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. ESSA, Sections 1414(c)(17)</p>	<p>a. Submit to NHED: Evidence of teacher or staff certification to work with children and youth with disabilities.</p>
	<p>LEA COMMENTS/NOTES</p>	
ND 2	<p>Each 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. ESSA, Section 1431(a)</p>	<p>a. Submit to NHED: The neglected and/or delinquent program evaluation report from the previous fiscal year that the LEA used to improve the effectiveness of the program for the monitored fiscal year.</p>
	<p>LEA COMMENTS/NOTES</p>	
ND 3	<p>The 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. ESSA, Section 1423(3)</p>	<p>a. Submit to NHED: Evidence that the 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>LEA COMMENTS/NOTES</p>	
ND 4	<p>The 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. ESSA, Section 1423(5)</p>	<p>a. Submit to NHED: The 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. Submit to NHED: The LEA’s written procedures for successfully transitioning students from an institutional setting to locally operated programs.</p>

	LEA COMMENTS/NOTES	
ND 5	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. ESSA, Section 1423(6)	<p>a. Submit to NHED: Evidence might include meeting agendas, minutes, email communications or other contact records indicating the LEA coordination with social, health, and other services to meet the needs of neglected, delinquent, and/or at-risk students.</p> <p>b. Submit to NHED: The LEA’s Interagency Agreements with social, health, and other agencies to provide services to meet the needs of neglected, delinquent, and/or at-risk students.</p>
	LEA COMMENTS/NOTES	
ND 6	The LEA develops partnerships with institutions of higher education (IHE) 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. ESSA, Section 1423(7)	a. Submit to NHED: A list of IHEs and/or businesses the LEA has developed a partnership with to facilitate postsecondary and workforce success for children and youth returning from correctional facilities.
	LEA COMMENTS/NOTES	
ND 7	The LEA will involve 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. ESSA, Section 1423(8)	a. Submit to NHED: 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).
	LEA COMMENTS/NOTES	
ND 8	Projects funded under Title I, Part D 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. ESSA, Section 1423(9)	a. Submit to NHED: 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.

	LEA COMMENTS/NOTES	
ND 9	The LEA ensures that schools receiving students returning from correctional facilities work with juvenile probation officers to meet the needs of such students. ESSA, Section 1423(11)	a. Submit to NHED: Minutes of meetings or other contact records verifying that the LEA collaborates with juvenile probation officers.
	LEA COMMENTS/NOTES	
ND 10	The LEA ensures that correctional facilities are aware of a child’s or youth’s existing individualized education program (IEP). ESSA, Section 1423(12)	a. Submit to NHED: Evidence the LEA informed the correctional facility that a student has an individualized education plan (IEP). Evidence might include meeting sign-in sheets, formal correspondence, etc.
	LEA COMMENTS/NOTES	
ND 11	The 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. ESSA, Section 1423(13)	a. Submit to NHED: Sample(s) of individual written procedures the 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.).
	LEA COMMENTS/NOTES	
ND 12	In conducting each evaluation under subsection 1431(a) , an LEA shall use multiple and appropriate measures of student progress. ESSA, Section 1431(c)	a. Submit to NHED: Evidence of assessment data the LEA uses for pre- and/or post-testing (e.g., assessment report or other documentation). Note: All personally identifiable information for students must be redacted.
	LEA COMMENTS/NOTES	

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 funds through the funding transferability option or RLIS, the LEA will not have to submit evidence for indicators PTR 5 & PTR 6. However, if the LEA transferred less than 100% of their funds out of Title II, Part A, the LEA must submit evidence for each applicable indicator.

Indicator	Indicator Citation	Supporting Documents and Resources
PTR 1	<p>A description of the activities to be carried out by the LEA under this section and how these activities will be aligned with challenging State academic standards. <i>ESSA, Section 2102(b)(2)(A)</i></p>	<p>a. Submit to NHED: Evidence of how the LEA’s activities are aligned with challenging State academic standards.</p> <p>Note: The NHED reviewer will identify the GMS activities for which the LEA must provide evidence of alignment.</p>
	LEA COMMENTS/NOTES	
PTR 2	<p>A description of the LEA’s systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership. <i>ESSA, Section 2102(b)(2)(B)</i></p>	<p>a. Submit to NHED: The LEA’s written professional development procedures. The procedures for determining what target areas to address through professional development and choosing effective professional development activities and programs that are evidence-based.</p>
	<p>The programs and activities described in this subsection –</p> <p>(3) may include, among other programs and activities –</p> <p>(E) providing high quality, personalized professional development that is evidence-based, including supporting efforts to train teachers, principals, or other school leaders. <i>ESSA, Section 2103(b)(3)(E)</i></p>	<p>b. Submit to NHED: The LEA’s current Professional Development Plan or other system of professional growth and improvement.</p> <p>c. Submit to NHED: If the LEA used Title II, Part A funds to provide personalized professional development, evidence that such professional development is evidence-based and in line with ESSA, Section 2103(b)(3)(E).</p>
	LEA COMMENTS/NOTES	
PTR 3	<p>A description of how the LEA will use data and ongoing consultation described in paragraph (3) to continually update and improve activities supported under this part. <i>ESSA, Section 2102(b)(2)(D)</i></p>	<p>a. Submit to NHED: Documentation of collected data and/or feedback from at least two activities conducted with Title II, Part A funds from either the monitored fiscal year or the fiscal year prior.</p>
	LEA COMMENTS/NOTES	

PTR 4	<p>In developing a Title II, Part A application, an LEA shall:</p> <p>(A) meaningfully consult with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, 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; and</p> <p>(B) seek advice from the individuals and organizations described in subparagraph (A) regarding how best to improve the LEA’s activities to meet the purpose of this title.</p> <p>ESSA, Section 2102(b)(3)(A-B)</p>	<p>a. Submit to NHED: Evidence of how the LEA meets the consultation and coordination requirements for all stakeholders in the development of the Title II, Part A application (e.g., agendas sign-in sheets, surveys, etc.).</p> <p>Note: Consultation is required <i>prior</i> to any decision to transfer Title II, Part A funds. If a decision to transfer was made, the LEA must show that such decision was determined to be the best use of those funds through the consultation process.</p>
	LEA COMMENTS/NOTES	
PTR 5	<p>The programs and activities described in this subsection –</p> <p>(1) shall be in accordance with the purpose of this title;</p> <p>(2) shall address the learning needs of all students, including children with disabilities, English learners, and gifted and talented students; and</p> <p>(3) may include, among other programs and activities – those listed in subparagraph (A) through (P).</p> <p>ESSA, Section 2103(b)</p>	<p>a. Submit to NHED: For the two GMS activities selected, evidence that the activities:</p> <ul style="list-style-type: none"> • are in alignment with the purpose of Title II; • address the learning needs of <u>all</u> students; and • are in alignment with the activities listed in ESSA, Section 2103(b) and meet the requirements of such. <p>Note: The NHED monitoring administrator will identify for which activities such evidence shall be provided.</p>
	LEA COMMENTS/NOTES	
PTR 6	<p>The programs and activities described in this subsection–</p> <p>(3) may include, among other programs and activities–</p> <p>(B) 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</p>	<p>a. Submit to NHED: If applicable, the LEA’s written compensation (time and effort) policy which outlines the specifics regarding incentives and tuition reimbursement.</p>

	<p>meet the challenging State academic standards, to improve within-district equity in the distribution of teachers, consistent with ESSA, Section 1111(g)(1)(B), such as initiatives that provide–</p> <ul style="list-style-type: none"> ii. 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; iii. teacher, paraprofessional, principal, or other school leader advancement and professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation; and iv. a system for auditing the quality of evaluation and support systems. ESSA, Section 2103(b)(3)(B) 	<p>b. Submit to NHED: If applicable, a list of teachers (public and non-public) receiving –</p> <ul style="list-style-type: none"> 1. incentives including the type of incentives (e.g., bonus, retention), 2. tuition reimbursement including teacher name, course, and amount (if tuition reimbursement is paid with Title II, Part A funds).
		<p>c. Submit to NHED: If applicable, evidence of using evaluation results to inform decisions regarding professional development, improvement strategies, and personnel.</p>
	<p>LEA COMMENTS/NOTES</p>	
<p>PTR 7</p>	<p>Each LEA receiving funds under this part shall submit to the SEA such information as the State requires, which shall include –</p> <ul style="list-style-type: none"> (1) a description of the LEA is using grant funds received under this part to meet the purpose of this title, and how such chosen activities improved teacher, principal, or other school leader effectiveness, as determined by the State or LEA; (2) if funds are used under this part to improve equitable access to teachers for low-income and minority students, a description of how funds have been used to improve such access; (3) for an LEA that implements a teacher, principal, or other school leader evaluation or support system using funds under this part, the evaluation results of such personnel, except that such information shall not provide personally identifiable information on individuals; and 	<p style="text-align: center;">Requirement for FFY25 monitoring forward</p> <p>a. Submit to NHED: A copy of the most recent Title II, Part A Report for the monitored fiscal year.</p>

	<p>(4) the annual retention rates of effective and ineffective teachers, principal, or other school leaders, using any methods or criteria the State or LEA has developed, unless such data was not collected and reported prior to the enactment of ESSA. <i>ESSA, Section 2104(b)</i></p>	
	<p>LEA COMMENTS/NOTES</p>	

Title III, Part A, Language Instruction for English Learners and Immigrant Students		
Indicator	Indicator Citation	Supporting Documents and Resources
LEI 1	<p>The eligible entity’s Title III, Part A plan shall–</p> <p>(1) describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.</p> <p>ESSA, Section 3116(b)(1)</p>	<p>a. Submit to NHED: 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.</p> <p>(evidence needs to identify language program type and metric used to determine efficacy, e.g., percentage of students on target to proficiency).</p>
	LEA COMMENTS/NOTES	
LEI 2	<p>The eligible entity consulted with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing the Title III, Part A Plan.</p> <p>ESSA, Section 3116(b)(4)(C)</p>	<p>a. Submit to NHED: 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).</p>
	LEA COMMENTS/NOTES	
LEI 3	<p>The eligible entity will 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.</p> <p>ESSA, Section 3116(b)(4)(D)</p>	<p>a. Submit to NHED: If applicable, 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).</p>
	LEA COMMENTS/NOTES	
LEI 4	<p>Each eligible entity receiving a subgrant under section 3114 shall include in its plan a certification that all teachers in any language instruction educational program for English learners that is, or will be, funded under Title III, Part A are fluent in English and any other language used for instruction, including having written and oral communication skills.</p> <p>ESSA, Section 3116(c)</p>	<p>a. Submit to NHED: 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., university transcripts and/or copy of teacher certifications).</p>

	LEA COMMENTS/NOTES	
LEI 5	The LEA will provide for an annual assessment of English proficiency of all English learners in the schools served by the SEA. ESSA, Section 1111(b)(2)(G)(i)	a. Submit to NHED: 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 (e.g., summary of meeting minutes of English Learner department meetings discussing WIDA results and student needs).
	LEA COMMENTS/NOTES	
LEI 6	The eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126 . ESSA, Section 1116(b)(4)(B)	a. Submit to NHED: Credentials for all English for Speakers of Other Languages (ESOL) teachers. A list of all ESOL teachers must be provided with either a copy of the credential or listed license number for each teacher. Acceptable credentials must be ESOL specific, and include NHED-issued (Chapter Ed 500): <ul style="list-style-type: none"> ● beginning educator license; ● experienced educator license; ● intern authorization; ● emergency authorization; or ● in process of licensure authorization.
	LEA COMMENTS/NOTES	
LEI 7	Each eligible LEA desiring a subgrant from the SEA under section 3114 shall submit a plan to the SEA at such time, in such manner, and containing such information as the SEA may require. ESSA, Section 3116(a)	Requirement for FFY25 monitoring forward a. Submit to NHED: Title III, Part A Plan submitted to NHED for the monitored fiscal year..
	LEA COMMENTS/NOTES	
LEI 8	Ensure that at the conclusion of every second fiscal year during which the subgrant is received, the LEA provides NHED with a report in the form prescribed by NHED, on the activities conducted and children served under Title III, Part A. ESSA, Section 3121	Requirement for FFY25 monitoring forward a. Submit to NHED: In addition to a copy of a report form recently submitted to NHED on the activities conducted, provide a summary as described in ESSA, Section 3121 detailing: <ul style="list-style-type: none"> (4) the number and percentage of English learners in the program making progress toward achieving English language proficiency,

		<p>indicating the percentage of English learners with a disability;</p> <p>(5) the number and percentage of English learners exiting language instruction programs based on their attainment of English language proficiency;</p> <p>(6) the number and percentage of English learners who have not attained English language proficiency within five years of initial classification; and</p> <p>(7) a summary of outcomes of activities using the performance measurement described, detailing any discrepancies.</p>
	<p>LEA COMMENTS/NOTES</p>	

Title IV, Part A, Student Support and Academic Enrichment

If an LEA transferred 100% of their Title IV, Part A funds through the funding transferability option or RLIS, the LEA will not have to submit evidence for indicator SSAE 1. However, if the LEA transferred less than 100% of their funds out of Title IV, Part A, the LEA must submit evidence for each applicable indicator.

Indicator	Indicator Citation	Supporting Documents and Resources
SSAE 1	<p>An SEA, LEA, 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.</p> <p>ESSA, Section 4001(a)(1)(A)</p>	<p>a. Submit to NHED: If applicable, a sample of the dated written parent/guardian consent form (redacted name), containing the description in detail of the mental health assessment or service, the purpose of such assessment or service, the provider of the assessment/service, when the assessment/service will begin and end, 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>
	<p>LEA COMMENTS/NOTES</p>	
SSAE 2	<p>An LEA 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 LEA (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. ESSA, Section 4106(c)(1)</p>	<p>a. Submit to NHED: Evidence of consultation with representatives from the required community and school-based stakeholder groups in the development of the LEA’s Title IV, Part A application and in ongoing decisions regarding prioritization, distribution, and use of Title IV, Part A funds. Evidence must include a list of Stakeholders and their roles and documentation of consultation (e.g. meeting agendas or minutes, comprehensive surveys, etc.).</p> <p>Note: Consultation is required <i>prior</i> to any decision to transfer Title IV, Part A funds. If a decision to transfer funds was made, the LEA must show that such decision was determined to be the best use of funds through the consultation process.</p>
	<p>LEA COMMENTS/NOTES</p>	
SSAE 3	<p>Prior to receiving an allocation under Title IV, Part A, an LEA shall conduct a comprehensive needs assessment of the LEA proposed to be served under this subpart in order to examine needs for improvement in each of the three program areas, once every three years.</p> <p>ESSA, Section 4106(d)(1) and (3)</p>	<p>a. Submit to NHED: If applicable, a list of identified needs that was the result of the LEA’s comprehensive needs assessment conducted once within the past three years of the monitored fiscal year.</p>

	An LEA receiving a Title IV, Part A allocation in an amount that is less than \$30,000 shall not be required to conduct a comprehensive needs assessment. ESSA, Section 4106(d)(2)	Note: Comprehensive needs assessments may be conducted once within the past three years. Non-comprehensive needs assessments should be conducted annually.
	LEA COMMENTS/NOTES	
SSAE 4	The LEA will prioritize the distribution of funds to schools served by the LEA that– <ul style="list-style-type: none"> (i) are among the schools with the greatest needs as determined by the LEA; (ii) have the highest percentage or numbers of children from families below the poverty level, including those identified as neglected and delinquent, or in foster care as counted under section 1124(c); (iii) are identified for comprehensive support and improvement under section 1111(c)(4)(D); (iv) are implementing targeted support and improvement plans as described in section 1111(d)(2); or (v) are identified as persistently dangerous public elementary or secondary schools under section 8532. ESSA, Section 4106(e)(2)(A) 	<p>a. Submit to NHED: If applicable, procedures the LEA used to determine the school(s) and/or group(s) of students with the greatest need under Title IV, Part A, documentation of such determination for the monitored fiscal year, and evidence that such determination was acted upon, through submission of GMS activities aligned with the determined prioritized distribution of Title IV, Part A funds.</p> <p>Note: This requirement must be met <i>prior</i> to the decision to transfer Title IV, Part A funds to another program. If a decision to transfer funds was made, the LEA must show that such decision was determined to be the best way to prioritize the use of Title IV, Part A funds to the school(s) and/or group(s) of students with the greatest need under Title IV, Part A.</p>
	LEA COMMENTS/NOTES	
SSAE 5	The LEA will– <ul style="list-style-type: none"> (C) use not less than 20 percent of funds received under Title IV, Part A to support one or more of the activities to support well-rounded educational opportunities as authorized under section 4107; (D) use not less than 20 percent of funds received under Title IV, Part A to support one or more of the activities to support safe and healthy students as authorized under section 4108; and (E) use a portion of funds received under Title IV, Part A to support one or more activities to support the effective use of technology as authorized under section 4109. ESSA, Section 4106(e)(2)(C-E) 	<p>a. Submit to NHED: Documentation supporting the expenditures from the Title IV, Part A GMS activities for the monitored fiscal year, after all flex/transfers are considered, that demonstrate compliance with the spending requirements outlined in ESSA, Section 4106 and ESSA, Section 4109.</p>

	<p>Any LEA receiving an allocation under Title IV, Part A in an amount less than \$30,000 shall be required to provide only one of the requirements noted above. <i>ESSA, Section 4106(f)</i></p> <p>An LEA shall not use more than 15 percent of funds for purchasing equipment, and software applications in order to address readiness shortfalls, which shall include technology infrastructure purchased for procuring content and ensuring content quality. <i>ESSA, Section 4109(b)</i></p>	
	<p>LEA COMMENTS/NOTES</p>	

Title IV, Part B, Nita M. Lowey 21st Century Community Learning Centers (21st CCLC)

Indicator	Indicator Citation	Supporting Documents and Resources
21C 1	<p>The purpose of Title IV, Part B is to provide 21st CCLC programs are required to offer families of communities to establish or expand activities in community learning centers that offer families of students served by the 21st CCLC for active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development.</p> <p>ESSA, Section 4201(a)(3)</p>	<p>a. Submit to NHED: Evidence of a minimum of three family engagement activities. Samples include:</p> <ul style="list-style-type: none"> • flyers, • community outreach, • sign-in sheets, and/or • surveys
	<p>LEA COMMENTS/NOTES</p>	
21C 2	<p>Each application submitted under Title IV, Part B shall include–</p> <p>(A) a description of the activities to be funded including–</p> <p>(ii) a description of how students participating in the program carried out by the community learning center will travel safely to and from the program center and home, if applicable.</p> <p>ESSA, Section 4204(b)(2)(A)(ii)</p>	<p>a. Submit to NHED: The written Title IV, Part B, 21st CCLC transportation plan.</p>
	<p>LEA COMMENTS/NOTES</p>	
21C 3	<p>Each application submitted under Title IV, Part B shall include – o</p> <p>(F) a demonstration of how the proposed program will coordinate Federal, State, and local programs and make the most effective use of public resources; and</p> <p>ESSA, Section 4204(b)(2)(C)</p> <p>(K) a description of the preliminary plan for how the 21st CCLC program will continue after funding under Title IV, Part B ends.</p> <p>ESSA, Section 4204(b)(2)(K)</p>	<p>a. Submit to NHED: The written Title IV, Part B, 21st CCLC sustainability plan.</p> <p>b. Submit to NHED: Evidence of sustainability plan outreach and engagement strategies taken place by the Title IV, Part B, 21st CCLC program. Samples include:</p> <ul style="list-style-type: none"> • emails, • meeting minutes, and/or • meeting agendas
	<p>LEA COMMENTS/NOTES</p>	

21C 4	<p>Each application submitted under Title IV, Part B shall include–</p> <p>(C) an assurance that the proposed program was developed and will be carried out–</p> <p>(i) in active collaboration with the schools that participating students attend (including through the sharing of relevant data among schools), all participants of the eligible entity, and any partnership entities, in compliance with applicable laws related to privacy and confidentiality; and</p> <p>(ii) in alignment with the challenging State academic standards and any local academic standards. ESSA, Section 4204(b)(2)(D)</p> <p>(H) a description of the partnership between an LEA, a community-based organization (CBO), and another public or private entity, if appropriate. ESSA, Section 4204(b)(2)(H)</p>	<p>a. Submit to NHED: MOU between the Title IV, Part B, 21st CCLC program and the LEA.</p> <p>b. Submit to NHED: If applicable, MOUs between the Title IV, Part B, 21st CCLC program and any other established relationships with CBOs and/or public and/or private entities.</p>
	LEA COMMENTS/NOTES	
21C 5	<p>Each eligible entity that receives a Title IV, Part B award may use the funds to carry out a broad array of activities that advance student academic achievement and support student success, including–</p> <p>(1) academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services that are aligned with–</p> <p>(B) the challenging State academic standards and any local academic standards; and</p> <p>(C) local curricula that are designed to improve academic achievement. ESSA, Section 4205(a)(1)</p>	<p>a. Submit to NHED: Evidence of the alignment of lesson plans with current classroom curriculum, including samples of communications between the 21st CCLC program and the classroom teachers.</p>
	LEA COMMENTS/NOTES	

21C 6	<p>Each eligible entity that receives a Title IV, Part B award may use the funds to carry out a broad array of activities that advance student academic achievement and support student success, including—</p> <ul style="list-style-type: none"> (5) services for individuals with disabilities; and (6) programs that provide after-school activities for students who are English learners that emphasize language skills and academic achievement. <p>ESSA, Section 4205(a)(5-6)</p>	<p>a. Submit to NHED: Evidence of collaboration to promote inclusivity and accessibility of the 21st CCLC program for students with disabilities and students who are English learners.</p>
	<p>LEA COMMENTS/NOTES</p>	
21C 7	<p>Program income means 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). Program income includes, but is not limited to income from fees for services performed.</p> <p>2 C.F.R. 200.1</p> <p>Ordinarily program income must be deducted from total allowable costs to determine the net allowable costs. Program income must be used for current costs unless the Federal awarding agency authorizes otherwise. Program income that the non-Federal entity did not anticipate at the time of the Federal award must be used to reduce the Federal award and non-Federal entity contributions rather than to increase the funds committed to the project.</p> <p>2 C.F.R. §200.307</p>	<p>a. Submit to NHED: If applicable, proof of program income collected by the Title IV, Part B, 21st CCLC program tracked in a separate account from general LEA funds. Provide an accurate accounting of how program income was collected and expended.</p> <p>b. Submit to NHED: Receipts for expenses funded by program income during fiscal year 2024.</p>
	<p>LEA COMMENTS/NOTES</p>	
21C 8	<p>Those school food authorities with eligible schools (as defined in §210.10(o)(1)): schools that Operate the National School Lunch Program and sponsor afterschool care programs as defined in §210.2) that elect to serve afterschool snacks during afterschool care programs, must agree to:</p> <ul style="list-style-type: none"> (1) Serve afterschool snacks which meet the minimum requirements prescribed in 210.10; (2) Price the afterschool snack as a unit; 	<p>a. Submit to NHED: Documentation of meeting supplemental snack/meal requirements is required and may be subject to monitoring. Samples include:</p> <ul style="list-style-type: none"> • monthly snack menu • receipts from snack expenses

	<ul style="list-style-type: none"> (3) Serve afterschool snacks free or at a reduced price to all children who are determined by the school food authority to be eligible for free or reduced price meals under part 245 of this chapter; (4) If charging for meals, the charge for a reduced price afterschool snack must not exceed 15 cents; (5) Claim reimbursement at the assigned rates only for afterschool snacks served in accordance with the agreement; (6) Claim reimbursement for no more than one afterschool snack per child per day; (7) Review each afterschool care program two times a year; and (8) Comply with all requirements of the this part, except that, claims need not be based on “point of service” afterschool snack counts (as required by §210.9(b)(9)). 7 C.F.R. §210.9(c)(1-8) 	
	<p>LEA COMMENTS/NOTES</p>	

Title V, Part B, Subpart 2: Rural and Low-Income School Program (RLIS)

Indicator	Indicator Citation	Supporting Documents and Resources
<p>RLIS 1</p>	<p>Each SEA or specially qualified agency that receives a grant under this subpart shall prepare and submit an annual report to the Secretary. The report shall describe—</p> <p>(3) the degree to which progress has been made toward meeting the objectives and outcomes described in the application submitted under section 5223, including having all students in the State or the area served by the specially qualified agency, as applicable, meet the challenging State academic standards.</p> <p>ESSA, Section 5224(3)</p>	<p>a. Submit to NHED: Needs assessment and school plans identifying goals to be supported with Title V, Part B funds, meeting agendas, and minutes.</p>
	<p>LEA COMMENTS/NOTES</p>	

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

Indicator	Indicator Citation	Supporting Documents and Resources
<p>MKV 1</p>	<p>For any State desiring to receive a grant under this part, the SEA shall submit to the Secretary a plan to provide for the education of homeless children and youths within the State. Such plan shall include the following:</p> <ul style="list-style-type: none"> a. A description of procedures that ensure that <ul style="list-style-type: none"> (ii) homeless children have access to public preschool programs, as provided to other children in the State; (iii) (homeless) youths and youths separated from public schools are identified and accorded equal access to appropriate secondary education and support services, in accordance with State, local, and school policies; and (iv) homeless children and youths who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities. <p>42 U.S.C. §11432(g)(1)(F)</p> <p>The LEA will adopt policies and practices to ensure homeless children and youths are not stigmatized or segregated on the basis of their status as homeless.</p> <p>42 U.S.C. §11432(g)(1)(J)(i)</p> <p>The LEA will adopt policies and practices to ensure that transportation is provided at the request of parent or guardian (or in the case of an unaccompanied youth, the liaison) to and from the school of origin.</p> <p>42 U.S.C. §11432(g)(1)(J)(iii)</p>	<p>a. Submit to NHED: The LEA’s written homeless student policy that:</p> <ol style="list-style-type: none"> 1. describes the rights of homeless students and the requirements of the LEA in serving these students; 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. 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; 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. <p>Note: LEAs should have an appropriate policy on file, even if there are not students identified.</p>
	<p>LEA COMMENTS/NOTES</p>	
<p>MKV 2</p>	<p>The LEA will designate an appropriate staff person, able to carry out the duties as described in paragraph (6)(A), who may also be a coordinator for other Federal programs, as an LEA liaison for homeless children and youths.</p> <p>42 U.S.C. §11432(g)(1)(J)(ii)</p>	<p>a. Submit to NHED: 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.</p>

	<p>The LEA 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 LEA liaison. 42 U.S.C. §11432(g)(6)(B)</p>	
	<p>LEA COMMENTS/NOTES</p>	
<p>MKV 3</p>	<p>The LEA will adopt policies and practices to ensure participation by liaisons described in clause (ii) in professional development and other technical assistance activities provided by the Office of the Coordinator. 42 U.S.C. §11432(g)(1)(J)(iv)</p> <p>Each LEA liaison for homeless children and youths shall ensure that—</p> <p>(ix) school personnel providing services under this subtitle receive professional development and other support. 42 U.S.C. §11432(g)(6)(A)(ix)</p>	<p>a. Submit to NHED: 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>b. Submit to NHED: 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>
	<p>LEA COMMENTS/NOTES</p>	
<p>MKV 4</p>	<p>In determining the best interest of the child or youth, the LEA shall—</p> <p>(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.</p> <p>(ii) consider student-centered factors related to the child’s or youth’s best interest, 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.</p> <p>(iii) 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 (in the case of an</p>	<p>a. Submit to NHED: 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.</p> <p>Note: LEAs should have an appropriate form on file, even if there are not students identified.</p> <p>b. Submit to NHED: Sample of notification letter to parents, unaccompanied homeless youth, or caregiver regarding school placement decisions when they are different from what was requested.</p> <p>Note: LEAs should have an appropriate form on file, even if there are not students identified.</p>

	<p>unaccompanied youth) the youth, the LEA must provide the child’s or youth’s parent or guardian or the unaccompanied youth with a written explanation of the reasons for its determination in a manner and form understandable to such parent, guardian, or unaccompanied youth including regarding the right to appeal under subparagraph (E).</p> <p>42 U.S.C. §11432(g)(3)(B)(i-iii)</p> <p>In determining the best interest of the child or youth:</p> <p>(v) 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.</p> <p>(vi) 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.</p> <p>42 U.S.C. §11432(g)(3)(I)</p>	<p>c. Submit to NHED: 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>LEA COMMENTS/NOTES</p>	
<p>MKV 5</p>	<p>Information about a homeless child’s or youth’s living situation shall be treated as a student education record, and shall not be deemed to be directory information, under section 1232g of title 20. 42 U.S.C. §11432(g)(3)(G)</p>	<p>a. Submit to NHED: Written procedures developed by the LEA that ensure confidentiality of homeless children’s or youth’s living situation and their educational records.</p>
<p>MKV 6</p>	<p>In general, each LEA serving homeless children and youths that receives assistance under this part shall coordinate–</p> <p>(i) the provision of services under this part with local social services agencies or other agencies or entities providing services to homeless children and youths and their families; and</p> <p>(ii) transportation, transfer of school records, and other interdistrict activities, with other local educational agencies;</p> <p>42 U.S.C. §11432(g)(5)(A)</p>	<p>a. Submit to NHED: Evidence of coordination/ collaboration with social services agencies, local community action partners, etc. Evidence might include a letter of support from partners, meeting agendas, referral forms etc.</p> <p>Such coordination may include:</p> <ol style="list-style-type: none"> 1. working with community agencies to provide needed supplies or services to students; 2. providing wrap-around services, such as after-school care and transportation; 3. providing mental health, vision, and/or dental services; and

	<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.</p> <p>42 U.S.C. §11432(g)(6)(A)(iv)</p>	<p>4. working with partners to connect parents, guardians, and unaccompanied youths with housing options.</p>
	<p>LEA COMMENTS/NOTES</p>	
<p>MKV 7</p>	<p>In general, each LEA serving homeless children and youths that receives assistance under this part shall coordinate services and assistance designed to—</p> <p>(vii) ensure that all homeless children and youths are promptly identified.</p> <p>42 U.S.C. §11432(g)(5)(C)(i)</p>	<p>a. Submit to NHED: Samples of enrollment forms and other documentation used for the identification of homeless students. ESSA, Section 1112(b)(6)</p>
	<p>LEA COMMENTS/NOTES</p>	<p>b. Submit to NHED: Evidence of identification assistance for students experiencing homelessness. Evidence might include posters, flyers, website screenshots, etc.</p>
<p>MKV 8</p>	<p>Each LEA liaison for homeless children and youths shall ensure that—</p> <p>(vi) 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.</p> <p>42 U.S.C. §11432 (g)(6)(A)(vi)</p>	<p>a. Submit to NHED: 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>LEA COMMENTS/NOTES</p>	
<p>MKV 9</p>	<p>Each LEA liaison for homeless children and youth shall ensure that—</p> <p>(x) unaccompanied youths—</p> <p>(III) are informed of their status as independent students under section 1087vv of title 20 and that the youths may obtain assistance from the LEA liaison to receive</p>	<p>a. Submit to NHED: Evidence that any unaccompanied youths have been informed:</p> <ol style="list-style-type: none"> 1. of their status as independent student; and 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

	<p>verification of such status for purposes of the Free Application for Federal Student Aid (FAFSA) described in section 1090 of title 20. 42 U.S.C. §11432(g)(6)(A)(x)(III)</p>	<p>independent status and their right to obtain assistance regarding the FAFSA).</p> <p>b. Submit to NHED: A form letter for verifying the unaccompanied homeless youth as an independent student, or if applicable, a completed letter 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>LEA COMMENTS/NOTES</p>	
<p>MKV 10</p>	<p>Reservation of funds–</p> <p>(A) An LEA shall reserve such funds as are necessary under Title I, Part A determined in accordance with subparagraphs (B) and (C), to provide services comparable to those provided to children in schools funded under this part to serve–</p> <p>(viii) Homeless children and youths, including providing educationally related support services to children in shelters and other locations where children may live.</p> <p>(B) The share of funds determined under subparagraph (A) shall be determined–</p> <p>(i) based on an assessment of the needs of students experiencing homelessness within the district,</p> <p>(ii) prior to any allowable expenditures or transfers by the LEA.</p> <p>(C) Funds reserved under subparagraph (A)(i) may be–</p> <p>(i) Determined based on a needs assessment of homeless children and youths in the LEA, taking into consideration the number and needs of homeless children and youths in the LEA, and which needs assessment may be the same needs assessment conducted under 42 U.S.C. §11433(b)(1). ESSA, Section 1113(c)(3)</p>	<p>a. Submit to NHED: Evidence of consultation with the LEA homeless liaison on the Title I, Part A homeless reservation.</p> <p>b. Submit to NHED: The needs assessment used to determine the Title I, Part A homeless reservation, including student data used to calculate such reservation.</p> <p>c. Submit to the NHED: If applicable, evidence of expenditures for the student(s) experiencing homelessness for any of the LEA schools that did not receive Title I, Part A funding for the monitored fiscal year.</p>

	LEA COMMENTS/NOTES	
MKV 11	LEAs with McKinney-Vento Subgrants are required to use the grant to facilitate identification, enrollment, retention, and educational success of students experiencing homelessness. 42 U.S.C. §11433(c)(2)	a. Submit to NHED: Data from the McKinney-Vento program that includes numbers of students served and program monitoring of the program.
	LEA COMMENTS/NOTES	
MKV 12	Authorized activities An LEA may use funds awarded under this section for activities that carry out the purpose of this part, including those listed in 42 U.S.C. §11433(d)(1-16). 42 U.S.C. §11433(d)	a. Submit to NHED: If applicable, evidence that the activities completed by the LEA are in alignment with the authorized activities outlined in 42 U.S.C. §11433(d). Note: This indicator is applicable if the LEA utilized funds from their McKinney-Vento subgrant and/or from the LEA’s Title I, Part A homeless reservation during the monitored fiscal year.
	LEA COMMENTS/NOTES	