



Elementary & Secondary Education Act (ESEA) 2023-2024 Monitoring Report

ALASKA DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT
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Craig City School District

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District: Craig City
District Staff: Chris Reitan
Melinda Bass
David Harris, Christy House

Date: 02/01/2024
DEED Staff: Eli Barsy

Assurances, General Provisions, and Private Schools

Not Applicable to the District: ☐

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
GP 1	Military Recruiters & Institutions of Higher Education <input checked="" type="checkbox"/> The district provides, upon a request made by a military recruiter or an institution of higher education, access to the name, address, and telephone listing of each secondary school student served by the district, unless the parent of such student has submitted the opt-out request <input checked="" type="checkbox"/> The district notifies parents of a secondary school students that they may submit a written request, to the district, that the student's name, address, and telephone listing not be released to military recruiters or institutions of higher education without prior written consent of the parent. Upon receiving such request, the district may not release the student's name, address, and telephone listing for such purposes without the prior written consent of the parent.	Sample Sources of Evidence: <input checked="" type="checkbox"/> Copy of policies (including opt-out process) <input checked="" type="checkbox"/> Copy of letter to parents <input checked="" type="checkbox"/> School handbook <input checked="" type="checkbox"/> Email exchange showing data provided to recruiter or IHE <input type="checkbox"/> Other	8528(a), 20 U.S.C. 7908

DEED Comments	Met Requirements
<p>The district regularly receives directory information requests from recruiters (typically in the fall) and higher education (typically in the spring). The district shared its board policy on releasing directory information (which includes an opt-out form), a high school student handbook that briefly discusses the release of directory information, communications from a recent military recruiter request, as well as sample communications to parents about directory information and opting out. In SY 23/24 the parent communication was sent after the recruiter's request had already been fulfilled. Moving forward, the district will need to ensure that parents are informed of their opt-out rights before fulfilling directory information requests.</p> <p>Recommendations: Include the opt-out form/directory release information on the district's "Families" webpage. In the high school handbook, specify to which types of organizations directory information is released. Include the opt-out form in the high school handbook. Use a more secure method of sending student information than standard email. Notify parents of opt-out rights before fulfilling requests.</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
GP 2	Tribal Consultation <input type="checkbox"/> The district consults with appropriate officials from Indian tribes or tribal organizations approved by the tribes located in the area served by the district prior to the district's submission of their ESEA Consolidated Application. <input type="checkbox"/> Such consultation is done in a manner and in such time that provides the opportunity for such appropriate officials from Indian tribes or tribal organizations to meaningfully and substantively contribute to the ESEA Consolidated Application <input type="checkbox"/> The district maintains in the district records written affirmation signed by the appropriate officials of the participating tribes or tribal organizations approved by the tribes that the consultation has occurred.	Sample Sources of Evidence: <input type="checkbox"/> Written documentation of consultations <input type="checkbox"/> Communication with tribes or tribal organizations <input type="checkbox"/> Letters declining consultation <input type="checkbox"/> Signed affirmations of consultation <input type="checkbox"/> Consultation meeting minutes	8538

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
		<input type="checkbox"/> Other Evidence on File at DEED: <input checked="" type="checkbox"/> ESEA Consolidated Application	

DEED Comments	Met Requirements
The district stated that the tribal president is invited to a variety of consultation/planning meetings, and that there is regular communication between the tribal president and the superintendent. However, no formal affirmation of consultation has been collected (the superintendent indicated this should be easy to get). DEED's affirmation of tribal consultation template was shared with the district.	<input type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Choose an item

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
GP 3	Application Development District Plan <input type="checkbox"/> Before the submission of the ESEA Consolidated Application, the district afforded a reasonable opportunity for the following stakeholders to provide input on the District Plan, found within the Application Development Section of the ESEA Consolidated Application: <ul style="list-style-type: none"> • teachers • principals • other school leaders • paraprofessionals • specialized instructional support personnel, • charter school leaders • administrators (including administrators of programs described in other parts of Title I-A) • other appropriate school personnel • parents of children in schools served under Title I-A Use of Funds <input type="checkbox"/> Before submission of the ESEA Consolidated Application, the district afforded a reasonable opportunity for public comment on the proposed use of funds (application) and considered such comment. Note: If the district REAPs or transfers Title II-A and/or Title IV-A funding, documentation submitted must include evidence that the district consulted stakeholders prior to making decisions regarding REAPing or transferring these funds.	Sample Sources of Evidence: <input type="checkbox"/> Notice of meetings/public hearings, agendas, attendance logs, and minutes <input type="checkbox"/> Clear and concise communications to parents in a format and language that parents can access and understand <input type="checkbox"/> Complete draft application, or application summary, posted for public comment on website <input type="checkbox"/> Documentation of how public comments were considered <input checked="" type="checkbox"/> Meeting notices, agenda, minutes, sign-in sheets <input type="checkbox"/> Communication with stakeholders <input checked="" type="checkbox"/> District plan posted on website <input type="checkbox"/> Other Evidence on File at DEED: <input checked="" type="checkbox"/> ESEA Consolidated Application	8306(a)(7) 2102(b)(3) 4106(c)(2) 1112(a)(1)(A) 1112(a)(5) 1112(b)

DEED Comments	Met Requirements
The district provided evidence from a May 2023 Title I-A planning meeting (for FY24). This meeting focused only on Title I-A and did not include a discussion of the district plan or other Title programs. The district does post a copy of the district plan on its website. Recommendations:	<input type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input checked="" type="checkbox"/> No

DEED Comments	Met Requirements
Provide a way for people to submit feedback on the District Plan posted to the district website (Google form, etc.).	

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
GP 4	Private Schools – Outreach <ul style="list-style-type: none"> <input type="checkbox"/> The district annually contacts officials of each private school with children who might reside in the district to determine whether those officials would like for their eligible students and/or staff to participate in equitable services. <input type="checkbox"/> Initial outreach is timely enough to allow for meaningful consultation to occur prior to the district making decisions that affect the opportunity for eligible private school children, their teachers, and their families to participate in applicable programs. 	Sample Sources of Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Copies of dated letters sent to private school officials <input type="checkbox"/> Public announcements inviting private schools to consult <input type="checkbox"/> Other Evidence on File at DEED: <ul style="list-style-type: none"> <input type="checkbox"/> ESEA Consolidated Application 	1117 (b)(5) 8501 [I-C, II-A, III-A, IV-A, IV-B]

DEED Comments	Met Requirements
n/a	<input type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A No private schools in district

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
GP 5	Private Schools – Consultation (Participating Private Schools) <ul style="list-style-type: none"> <input type="checkbox"/> The district consults, in a timely and meaningful way, with appropriate private school officials during the design, development, and implementation of the district’s program (as applicable by Title) on: <ul style="list-style-type: none"> • how the children’s needs will be identified; • what services will be offered; • how, where, and by whom the services will be provided; • how the services will be assessed and how the results of that assessment will be used to improve those services; • the size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, the amount of funds available for those services, and how that amount is determined; • for Title I-A, the method or sources of data that are used to determine the number of children from low-income families residing in participating Title I-A school attendance areas who attend private schools; • how and when the district will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers; • how, if the district disagrees with the views of the private school officials on the provision of services through a contract, the district will provide in writing to such private school officials an analysis of the reasons why the district has chosen not to use a contractor; 	Sample Sources of Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Written documentation of consultations and letters from private school officials <input type="checkbox"/> Evidence of communications with private school <input type="checkbox"/> Signed affirmations of consultation <input type="checkbox"/> Evidence of meaningful consultation <input type="checkbox"/> Copies of timelines for consultation <input type="checkbox"/> Other Evidence on File at DEED: <ul style="list-style-type: none"> <input type="checkbox"/> ESEA Consolidated Application 	1117 [I-A], 8501 [I-C, II-A, III-A, IV-A, IV-B]

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
	<ul style="list-style-type: none"> whether the district shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor; whether to provide equitable services to eligible private school children— <ul style="list-style-type: none"> by creating a pool or pools of funds with all of the funds allocated based on all the children from low-income families in a participating school attendance area who attend private schools; or in the district’s participating school attendance area who attend private schools with the proportion of funds allocated based on the number of children from low-income families who attend private schools; when, including the approximate time of day, services will be provided; and whether to consolidate and use funds provided in coordination with eligible funds available for services to private school children under applicable programs to provide services to eligible private school children participating in programs. 		

DEED Comments	Met Requirements
n/a	<input type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A No private schools in district

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
GP 6	Private Schools – Proportionate Share Calculations <input type="checkbox"/> The district has calculated the proportionate share for equitable services for each participating private school according to the applicable Title rules.	Evidence on File at DEED: <input type="checkbox"/> ESEA Consolidated Application – Private Schools Allocation page(s)	1117 [I-A], 8501 [I-C, II-A, III-A, IV-A, IV-B]

DEED Comments	Met Requirements
n/a	<input type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A No private schools in district

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
GP 7	Private Schools – Equitable Services <input type="checkbox"/> Educational services and other benefits to private school students, teachers, and parents are equitable in comparison to those for participating children in public schools, and are provided in a timely manner according to the plans determined during consultation	Sample Sources of Evidence: <input type="checkbox"/> Plan of services to private school students or teachers <input type="checkbox"/> Budgets and receipts/payments <input type="checkbox"/> Description of services provided to participating private school(s) <input type="checkbox"/> Process for determining	1117 [I-A], 8501 [I-C, II-A, III-A, IV-A, IV-B]

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
		<p>program services to private schools</p> <p><input type="checkbox"/> Documentation of process used to determine private school's professional development needs.</p> <p><input type="checkbox"/> Schedule including days/times for services</p> <p><input type="checkbox"/> Other</p> <p>Evidence on File at DEED:</p> <p><input type="checkbox"/> ESEA Consolidated Application</p>	

DEED Comments	Met Requirements
n/a	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> Yes, with recommendations</p> <p><input type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> N/A No private schools in district</p>

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
GP 8	Private Schools – Secular, Neutral, and Non-Ideological Services <p><input type="checkbox"/> Educational services or other benefits to private school students, teachers and parents are secular, neutral and non-ideological.</p>	Sample Sources of Evidence: <p><input type="checkbox"/> Documentation of services</p> <p><input type="checkbox"/> Other</p>	1117 [I-A], 8501 [I-C, II-A, III-A, IV-A, IV-B]

DEED Comments	Met Requirements
n/a	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> Yes, with recommendations</p> <p><input type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> N/A No private schools in district</p>

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
GP 9	Private Schools – Public Control of Funds <p><input type="checkbox"/> The public school district controls and administers the funds, and title to materials, equipment, and property purchased with such funds, for services to private school children, teachers, and parents. The district provides services by employees of the district or through contract with an individual, association, agency, or organization. Such employee or entity must be independent of such private school and of any religious organization and such employment or contract must be under the control and supervision of such public agency.</p>	Sample Sources of Evidence: <p><input type="checkbox"/> Documentation of services</p> <p><input type="checkbox"/> Other</p> <p>Evidence on File at DEED:</p> <p><input type="checkbox"/> ESEA Consolidated Application</p>	1117 [I-A], 8501 [I-C, II-A, III-A, IV-A, IV-B]

DEED Comments	Met Requirements
n/a	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> Yes, with recommendations</p> <p><input type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> N/A No private schools in district</p>

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
GP 10	Private Schools – Complaints <input type="checkbox"/> The district maintains records of its effort to resolve any complaints made by private school representatives.	Sample Sources of Evidence: <input type="checkbox"/> District’s complaint process <input type="checkbox"/> Notification to private schools regarding complaint process <input type="checkbox"/> Communication with private schools regarding any complaints received <input type="checkbox"/> Other	1117 [I-A], 8501 [I-C, II-A, III-A, IV-A, IV-B]
DEED Comments		Met Requirements	
n/a		<input type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A No private schools in district	

District: Craig City
District Staff: Chris Reitan
 Melinda Bass
 David Harris, Christy House

Date: 02/01/2024
DEED Staff: Eli Barsy

Title I, Part A – Education for the Disadvantaged

Planning and Implementation

Not Applicable to the District: ☐

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
I-A 1	Ranking and Serving <input type="checkbox"/> Title I-A funds were distributed to eligible school sites appropriately according to ranking and serving requirements of section 1113 (in rank order based on the total number of students from low-income families, or use 125% rule if applicable; districts with less than 1000 students are exempt), using a single source of data to determine poverty levels in all public schools.	Sample Sources of Evidence: <input type="checkbox"/> Source documents for poverty data (data collections) <input type="checkbox"/> Site budgets/reimbursements for Title I-A funds <input type="checkbox"/> Other Evidence on File at DEED: <input type="checkbox"/> ESEA Consolidated Application	1113
DEED Comments		Met Requirements	
n/a		<input type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A Exempt: Less than 1000 students	

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
I-A 2	Exemption of Schools from Title I-A Eligibility Any school that was eligible for Title I-A funding based on a higher poverty rate than Title I-A served schools but was excluded from Title I-A funding, that: <ul style="list-style-type: none"> <input type="checkbox"/> the school meets the comparability requirements of section 1118(c); <input type="checkbox"/> the school is receiving supplemental funds from other state or local sources that are spent according to the requirements of Section 1114 (schoolwide programs) or Section 1115 (targeted assistance programs); and <input type="checkbox"/> the funds expended from such other sources equal or exceed the amount that would be provided under this part 	Sample Sources of Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Budgets and funding sources <input type="checkbox"/> Policies <input type="checkbox"/> Comparability documentation <input type="checkbox"/> Other Evidence on File at DEED: <ul style="list-style-type: none"> <input type="checkbox"/> ESEA Consolidated Application 	1113(b)(1)(D)

DEED Comments	Met Requirements
n/a	<input type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A No schools excluded from Title I-A funds

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
I-A 3	Reservation of Funds – Comparable Services The district reserves such funds as are necessary to provide services comparable to those provided to children in schools funded under Title I-A to serve: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> homeless children and youths, including providing educationally related support services to children in shelters and other locations where children may live; <input type="checkbox"/> children in local institutions for neglected children; and <input type="checkbox"/> if appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day programs. 	Sample Sources of Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Budgets and expenditures <input type="checkbox"/> Staffing <input type="checkbox"/> Contracts for services <input type="checkbox"/> Other Evidence on File at DEED: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> ESEA Consolidated Application 	1113(c)(3)

DEED Comments	Met Requirements
The district does not have any currently identified homeless students. The district has reserved \$900 from its Title I-A allocation for homeless student supports. When homeless students are identified in the district, the counselor and homeless liaison work together to determine how to best support those students and submit requests to the superintendent to make appropriate purchases.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
I-A 4	Reservation – Parent and Family Engagement If the district receives over \$500,000 in Title I-A funds: <ul style="list-style-type: none"> <input type="checkbox"/> At least 1% of the funds are reserved specifically for parent and family engagement, and at least 90% of which has been distributed to the schools, priority given to high-needs schools. <input type="checkbox"/> Parents and family members of Title I-A students are involved in the decisions regarding how funds reserved are allotted for parent and family engagement activities. <input type="checkbox"/> Funds reserved are used to carry out activities and strategies consistent with the district parent and family engagement policy, including not less than 1 of the following – <ul style="list-style-type: none"> • Supporting schools and nonprofit organizations in providing professional development for local educational agency and school 	Sample Sources of Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Meeting notices <input type="checkbox"/> Agendas <input type="checkbox"/> Meeting minutes <input type="checkbox"/> Sign-in sheets <input type="checkbox"/> Other Evidence on File at DEED: <ul style="list-style-type: none"> <input type="checkbox"/> ESEA Consolidated Application 	1116(a)(3)(A-D)

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
	<p>personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.</p> <ul style="list-style-type: none"> Supporting programs that reach parents and family members at home, in the community, and at school. Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents & family members. Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement. Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency's parent and family engagement policy. 		

DEED Comments	Met Requirements
n/a	<input type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A District receives under \$500,000 in I-A funds

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
I-A 5	<p>Fiscal Requirements – Comparability</p> <p>The district meets comparability requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A district may receive funds under this part only if State and local funds will be used in schools served under this part to provide services that, taken as a whole, are at least comparable to services in schools that are not receiving funds under this part. <input type="checkbox"/> If the district is serving all of such agency's schools under Title I-A, such agency may receive funds under this part only if such agency will use State and local funds to provide services that, taken as a whole, are substantially comparable in each school. <input type="checkbox"/> A district may meet the requirements above on a grade-span by grade-span basis or a school-by-school basis. 	<p>Sample Sources of Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Policies <input type="checkbox"/> Other <p>Evidence on File at DEED:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Comparability report 	1118(c)

DEED Comments	Met Requirements
n/a	<input type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A Not required due to school sizes/grade spans

Schoolwide Programs

Not Applicable to the District: ☐

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
I-A 6	Schoolwide Plan Development For each Title I-A Schoolwide Program, the district has on file an approved Schoolwide Plan that: <ul style="list-style-type: none"> <input type="checkbox"/> was developed in consultation with parents, community members, tribes and tribal organizations, teachers, principals, administrators, technical assistance providers, school and staff and, when appropriate, students; <input type="checkbox"/> is in effect for the duration of the school's participation as a schoolwide program and is regularly monitored and revised as necessary; <input type="checkbox"/> is available to the district, parents, and the public in an understandable and uniform format; and <input type="checkbox"/> was developed, if appropriate, in coordination and integration with other federal, state, and local services, resources, such as programs supported under this Act, Head Start, adult education, CTE, etc. <input type="checkbox"/> is based on a comprehensive needs assessment of entire school, particularly children failing, or at risk of failing, to meet academic standards and other factors as determined by the district. 	Sample Sources of Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Schoolwide plans <input type="checkbox"/> Review cycle <input type="checkbox"/> Meeting notices <input type="checkbox"/> Agendas <input type="checkbox"/> Meeting minutes <input type="checkbox"/> Sign-in sheets <input type="checkbox"/> Data used for needs assessment <input checked="" type="checkbox"/> Other 	1114(b)(1-6)

DEED Comments	Met Requirements
The district submitted a Title I-A Schoolwide Plan Waiver for Craig Elementary School (only school being served), but has not developed a schoolwide plan. DEED's Schoolwide Plan template was shared with the district.	<input type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Choose an item

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
I-A 7	Schoolwide Plan Components The approved schoolwide plan includes a description of strategies to address school needs and how they will: <ul style="list-style-type: none"> <input type="checkbox"/> provide opportunities for all children, but particularly the needs of low-achieving children, to meet standards; <input type="checkbox"/> use methods and instructional strategies that strengthen the academic program in the school, increase amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include a well-rounded education; and <input type="checkbox"/> address the needs of all children, but particularly those at-risk, through activities that may include <ul style="list-style-type: none"> • Counseling, mental health, and other strategies outside academic subject areas, • Preparation for and awareness of post-secondary and workforce opportunities, • Schoolwide tiered behavior model, • Professional development and teacher recruitment and retention, • Strategies to assist preschool children to transition to elementary school. <input type="checkbox"/> if programs are consolidated in the schoolwide program, the specific state, local, or other federal programs that will be consolidated (with the amount of funding) 	Sample Sources of Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Schoolwide Plans 	1114(b)(7)

DEED Comments	Met Requirements
The district submitted a Title I-A Schoolwide Plan Waiver for Craig Elementary School (only school being served), but has not developed a schoolwide plan. DEED's Schoolwide Plan template was shared with the district.	<input type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Choose an item

Targeted Assistance Programs

Not Applicable to the District: ☒

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
I-A 8	Targeted Assistance – Identified Children <ul style="list-style-type: none"> <input type="checkbox"/> All children served by Title I-A in a Targeted assistance building are identified as failing, or most at risk of failing to meet the challenging State academic standards on the basis of multiple, educationally related, objective criteria established by the LEA and supplemented by the school. <input type="checkbox"/> Children who are homeless, neglected/delinquent, children with disabilities, migratory, English learners and children from Head Start or preschool programs under ESSA are eligible for service from Title I-A on the same basis as other children. 	Sample Sources of Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Written selection criteria <input type="checkbox"/> Title I-A service plan <input type="checkbox"/> Student lists <input type="checkbox"/> Other 	1115(c)
DEED Comments		Met Requirements	
n/a		<input type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A No targeted assistance schools in the district	

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
I-A 9	Targeted Assistance Program <p>Each Targeted Assistance Program serves participating students by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> using resources under this part to help eligible children meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education; <input type="checkbox"/> using methods and instructional strategies to strengthen the academic program of the school through activities, which may include— <ul style="list-style-type: none"> • expanded learning time, before- and afterschool programs, and summer programs and opportunities; and • a schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act; <input type="checkbox"/> coordinating with and supporting the regular education program, which may include services to assist preschool children in the transition from early childhood education programs such as Head Start, the literacy program under subpart 2 of part B of title II, or State-run preschool programs to elementary school programs; minimize removing children from the regular classroom during regular school hours for instruction; <input type="checkbox"/> providing professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program; <input type="checkbox"/> if appropriate and applicable, coordinating and integrating Federal, State, and local services and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d); <input type="checkbox"/> provide to the district assurances that the school will— <ul style="list-style-type: none"> • help provide an accelerated, high-quality curriculum; 	Sample Sources of Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Review of site plan <input type="checkbox"/> Professional development agenda/plans <input type="checkbox"/> Meeting notes <input type="checkbox"/> Staff schedules <input type="checkbox"/> Other 	1115(b) 1115(d)

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
	<ul style="list-style-type: none"> minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part; and on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards. <p>To promote the integration of staff supported with funds under this part into the regular school program and overall school planning and improvement efforts, public school personnel who are paid with Title I-A funds may:</p> <ul style="list-style-type: none"> <input type="checkbox"/> participate in general professional development and school planning activities; and <input type="checkbox"/> assume limited duties that are assigned to similar personnel who are not so paid, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the school. 		
DEED Comments		Met Requirements	
n/a		<input type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A No targeted assistance schools in the district	

Parent and Family Engagement

Not Applicable to the District: ☐

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
I-A 10	<p>Parents Right to Know – Assessments</p> <p>At the beginning of each school year, the district has:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> provided to each parent of each student attending any Title I-A school information on the level of achievement of the parent’s child in each of the state academic assessments; and <input type="checkbox"/> notified the parents of each student attending any Title I-A school that the parents may request information regarding any State or district policy regarding student participation in any assessments mandated by the State or district, which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable* and <input type="checkbox"/> made widely available through public means (including by posting in a clear and easily accessible manner on the district’s website) information on each assessment required by the State to comply with section 1111 including — <ul style="list-style-type: none"> • the subject matter assessed; • the purpose for which the assessment is designed and used; • the source of the requirement for the assessment; and • where such information is available— the amount of time students will spend taking the assessment; the schedule for the assessment; and the time and format for disseminating results. <p>*Note: AS 14.03.016(a)(1) states that policies must include procedures recognizing the authority of a parent and allowing a parent to object to and withdraw the child from a standards-based assessment or test required by the state.</p>	<p>Sample Sources of Evidence:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Letters to parents <input type="checkbox"/> Distribution of student assessment reports <input type="checkbox"/> District website containing link to DEED Assessment page <input checked="" type="checkbox"/> Student Handbook <input type="checkbox"/> Board Policy <input type="checkbox"/> Other 	<p>1112(e)(1)(B)</p> <p>1112(e)(2)</p> <p>AS</p> <p>14.03.016(a)(1)</p>
DEED Comments		Met Requirements	
<p>The district provides parents with assessment results (via mailings, parent-teacher conferences, etc.), but the general assessment information described in this indicator is not intentionally shared. The Craig Elementary School’s student handbook makes a brief mention of Alaska’s content assessments but does not provide the level of detail required by the indicator.</p> <p>Recommendations:</p> <p>Modify the student handbook to include all information required by this indicator. Include a link to the DEED Assessment page on an appropriate district webpage (possibly, “Families”).</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input checked="" type="checkbox"/> No 	
Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
I-A 11	<p>District Parent & Family Engagement Policy</p> <p>The district has:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a Title I-A Parent and Family Engagement Policy jointly written with parents, disseminated to parents, and incorporated in the district’s ESEA plan, that describes the districts’ expectations for meaningful parent and family involvement, and describes how the district will: <ul style="list-style-type: none"> <input type="checkbox"/> develop the district ESEA Plan and the support and improvement plans; <input type="checkbox"/> provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the district in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance; 	<p>Sample Sources of Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Copy of District Parent & Family Engagement policy <input type="checkbox"/> Evidence of an annual review with family/parent engagement such as: notification of meetings, list of attendees, minutes of meetings, 	<p>1116(a)</p>

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
	<input type="checkbox"/> coordinate and integrate parent and family engagement strategies with other relevant programs; <input type="checkbox"/> conduct an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools; <input type="checkbox"/> design evidence-based strategies for more effective parent and family engagement; and <input type="checkbox"/> involve parent in the activities of the schools which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members to adequately represent the needs of the population served by the district for the purposes of developing, revising, and reviewing the parent and family engagement policy.	agendas, and parent comments <input type="checkbox"/> Evaluation results <input type="checkbox"/> Evidence that the policy is disseminated to parents (district website, newsletter, handbook, etc.) <input checked="" type="checkbox"/> Other	

DEED Comments	Met Requirements
The district shared evidence of various family engagement efforts, activities, etc. but a district family engagement policy was not provided. It was indicated that it is unlikely that such a document has been created. However, it seems likely that existing efforts could be utilized to develop one. DEED's district policy template was shared.	<input type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input checked="" type="checkbox"/> No

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
I-A 12	School Parent & Family Engagement Policies Each Title I-A School has: <input type="checkbox"/> a written parent involvement policy jointly developed with, and distributed to, parents and family members of participating children, that describes how the parent and family engagement provisions will be implemented; <input type="checkbox"/> notified parents of the policy/plan in an understandable and uniform format, and to the extent practicable, provided in a language the parents can understand; <input type="checkbox"/> made the policy/plan available to the local community; and <input type="checkbox"/> updated the policy/plan periodically to meet the changing needs of parents and the school.	Sample Sources of Evidence: <input checked="" type="checkbox"/> Copy of School Parent and Family Engagement policy <input type="checkbox"/> Evidence of an periodic review with family/parent engagement such as: notification of meetings, list of attendees, minutes of meetings, agendas, and parent comments <input type="checkbox"/> Evaluation results <input type="checkbox"/> Evidence of dissemination to families and communities <input type="checkbox"/> Other	1116(b)

DEED Comments	Met Requirements
A school-level family engagement policy was submitted for Craig Elementary School, but this was not developed in consultation with parents. There are a variety of efforts/activities that the district currently engages in that would likely be helpful in developing an engagement policy jointly with parents (PTSA, Indigenous Education Committee, AASB Family Engagement Center Grant). The capacity building of staff section appears to be more about instructional professional development and not parent engagement. Recommendations: Update the section on capacity building to include professional learning staff are receiving related to parent, family, and community engagement (Ex: AASB and IEC efforts).	<input type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input checked="" type="checkbox"/> No

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
I-A 13	Parent & Family Engagement Meetings Each Title I-A School shall: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> 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, and the right of the parents to be involved; <input checked="" type="checkbox"/> offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I-A funds transportation, childcare, or home visits, as such services relate to parental involvement; 	Sample Sources of Evidence: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Meeting notices, agendas, minutes, sign-in sheets <input type="checkbox"/> Communication sent to parents and families in advance with options for different meeting times <input type="checkbox"/> Newsletters <input checked="" type="checkbox"/> Other 	1116(c)

DEED Comments	Met Requirements
Craig Elementary hosts an annual Title I-A meeting each year. Its focus is, primarily, on determining how to use I-A funds. DEED's sample I-A meeting agenda was shared. Recommendations: Modify existing Title I-A budget meeting to align with DEED's sample I-A meeting agenda .	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
I-A 14	Timely Information Each Title I-A school provides parents of participating children— <ul style="list-style-type: none"> <input type="checkbox"/> timely information about Title I-A programs; <input type="checkbox"/> a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and <input type="checkbox"/> if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. 	Sample Sources of Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> School or district webpage <input type="checkbox"/> Meeting notices, agendas, minutes, sign-in sheets <input checked="" type="checkbox"/> Newsletters <input checked="" type="checkbox"/> Correspondence with parents <input type="checkbox"/> Student handbook <input checked="" type="checkbox"/> Other 	1116(c)

DEED Comments	Met Requirements
The district has several means through which this information could be shared (monthly parent letter from superintendent, daily bulletin at schools, weekly parent email from principal, annual Title I meeting, BrightArrow, etc.), but it is unclear if any of those are currently fulfilling all components of this indicator. None are intentionally satisfying this indicator. Samples of these communication platforms that were submitted do not appear to address the information required in this indicator. Recommendations: Specifically schedule one or more of the regular communication methods used by the district to cover the information required in this indicator. Similar action could be taken for other indicators requiring the dissemination of specific information.	<input type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input checked="" type="checkbox"/> No

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
I-A 15	School-Parent Compact <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Each Title I-A school shall jointly develop with parents for all children 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 	Sample Sources of Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Meeting notices, agendas, minutes, sign-in sheets 	1116(d)

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
	<p>develop a partnership to help children achieve the State’s high standards. Such compact shall—</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children’s learning; volunteering in their child’s classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and <input checked="" type="checkbox"/> address the importance of communication between teachers and parents on an ongoing basis through, at a minimum— <ul style="list-style-type: none"> • parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child’s achievement; • frequent reports to parents on their children’s progress; • reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities; and • 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. 	<input type="checkbox"/> Correspondence with parents <input checked="" type="checkbox"/> Copies of school-parent compacts <input type="checkbox"/> Other	

DEED Comments	Met Requirements
The district has a parent-school compact that is sent to parents annually and includes contact information for parents to provide feedback.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
I-A 16	<p>Capacity Building</p> <p>To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and district:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child’s progress and work with educators to improve the achievement of their children; <input checked="" type="checkbox"/> shall provide materials and training to help parents to work with their children to improve their children’s achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; <input checked="" type="checkbox"/> shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; <input checked="" type="checkbox"/> shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; <input checked="" type="checkbox"/> shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating 	<p>Sample Sources of Evidence:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Meeting notices, agendas, minutes, sign-in sheets <input checked="" type="checkbox"/> Training Agendas <input type="checkbox"/> Participant lists <input type="checkbox"/> Teacher Surveys <input type="checkbox"/> Other 	1116(e)

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
	<p>children in a format and, to the extent practicable, in a language the parents can understand;</p> <p><input checked="" type="checkbox"/> shall provide such other reasonable support for parental involvement activities under this section as parents may request.</p> <p>Schools and districts may provide other parent and family engagement activities that include (check all that apply):</p> <p><input type="checkbox"/> may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;</p> <p><input type="checkbox"/> may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;</p> <p><input type="checkbox"/> may train parents to enhance the involvement of other parents;</p> <p><input type="checkbox"/> may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;</p> <p><input type="checkbox"/> may adopt and implement model approaches to improving parental involvement;</p> <p><input type="checkbox"/> may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;</p> <p><input type="checkbox"/> may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and</p> <p><input type="checkbox"/> may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.</p>		
DEED Comments		Met Requirements	
CCSD is a current recipient of the AASB's Alaska State Family Engagement Center Grant which, in part, has a stated purpose of "deepening family and school partnerships by building capacity." The grant runs from 10/1/22 – 9/30/2027. The district is still in the early stages of the grant and working to define goals. However, the district/AASB hosted a family dialogue event in September 2023. The district also sent the elementary counselor and two community members to Anchorage for training related to this grant.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No	

Report Cards to the Public

Not Applicable to the District: ☐

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
I-A 17	<p>District Report Card</p> <p>Districts shall prepare and disseminate an annual district report card that includes:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> information that shows how students served by the district achieved on the academic assessments compared to students in the State as a whole; <input checked="" type="checkbox"/> a clear and concise description of the State’s accountability system; <input checked="" type="checkbox"/> student achievement on the academic assessments required under ESEA section 1111(b)(2) disaggregated by each of the subgroups, homeless status and status as a child in foster care; <input checked="" type="checkbox"/> high school graduation rates, including four-year adjusted cohort graduation rates disaggregated by each of the subgroups, homeless status and status as a child in foster care; <input checked="" type="checkbox"/> information on the number and percentage of English learners achieving English language proficiency; <input checked="" type="checkbox"/> for all students and disaggregated by each of the subgroups of students information on the performance on the other indicator or indicators of school quality or student success used by the State in the State accountability system; <input checked="" type="checkbox"/> information on the progress of all students and each subgroup of students toward meeting the State-designed long term goals including the progress of all students and each such subgroup of students against the State measurements of interim progress established under such subsection; <input checked="" type="checkbox"/> For all students and disaggregated by each subgroup of students the percentage of students assessed and not assessed on the state summative assessment; <input checked="" type="checkbox"/> Information submitted in accordance with data collection conducted pursuant to section 2013(c)(1) of the Department of Education Organization Act (20 U.S.C. 3413(c)(1)), on – <ul style="list-style-type: none"> • the number and percentage of students enrolled in <ul style="list-style-type: none"> ○ preschool programs; and ○ accelerated coursework to earn postsecondary credit while still in high school, such as Advanced Placement and International Baccalaureate courses and examinations, and dual or concurrent enrollment programs. <input checked="" type="checkbox"/> the professional qualifications of teachers in the district, including information (that shall be presented in the aggregate and disaggregated by high poverty compared to low-poverty schools) on the number and percentage of— <ul style="list-style-type: none"> • inexperienced teachers, principals, and other school leaders; • teachers teaching with emergency or provisional credentials; • and teachers who are not teaching in the subject or field for which the teacher is certified or licensed; <input checked="" type="checkbox"/> the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each district and each school in the State for the preceding fiscal year; <input checked="" type="checkbox"/> the number and percentages of students with the most significant cognitive disabilities who take an alternate assessment by grade and subject; <input checked="" type="checkbox"/> results on the State academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3)), compared to the national average of such results including 	<p>Sample Sources of Evidence:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> District Report Card <input type="checkbox"/> District & School Single Site Report Card 	<p>1111(h)(1)(C); 1111(h)(2)(C); 34 CFR 200.11.</p>

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
	<ul style="list-style-type: none"> the percentage of students at each achievement level reported in the aggregate; and the participation rates for students with disabilities and for student who are English Learners; <input checked="" type="checkbox"/> where available, for each high school in the State, and beginning with the report card prepared under this paragraph for 2017, the cohort rate (in the aggregate, and disaggregated for each subgroup of students), at which students who graduate from the high school enroll, for the first academic year that begins after the students' graduation—in programs of public postsecondary education in the State; and if data are available and to the extent practicable, in programs of private postsecondary education in the State or programs of postsecondary education outside the State.		
DEED Comments		Met Requirements	
CCSD uses DEED's district report card to the public.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No	

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
I-A 18	School Report Cards Each school shall prepare and disseminate an annual report card that includes: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> the number of students enrolled in the school, the Title I status of the school, and must provide the following information on accreditation: <ul style="list-style-type: none"> whether the school is accredited if the school is accredited – the date of accreditation; the name of accrediting organization; and level of accreditation awarded by the accrediting organization for the year of the report; <input checked="" type="checkbox"/> the number and percentage of full academic year students tested who achieved the proficient or advanced achievement level on the English language arts (ELA), mathematics, and science assessments disaggregated by each subgroup; <input checked="" type="checkbox"/> if participation rate is less than 95 percent, the number and percentage of the students enrolled on the first day of testing that achieved the proficient or advanced achievement level on the ELA and mathematics assessments disaggregated by each subgroup; <input checked="" type="checkbox"/> the number and percentage of students tested and not tested based on the number of full academic year students enrolled in tested grades on the first day of testing disaggregated by each subgroup; <input checked="" type="checkbox"/> the number and percentage of students who made adequate growth in English language arts and mathematics disaggregated by each subgroup; <input checked="" type="checkbox"/> high school graduation rates, including four-year adjusted cohort graduation rates disaggregated by each of the subgroups; <input checked="" type="checkbox"/> the number and percentage of English learners in grades 1 - 12 who met the target for making progress in learning English <input checked="" type="checkbox"/> the number of English learners in grades K-12 achieving English language proficiency and meeting the exit criteria <input checked="" type="checkbox"/> the number of students identified as chronically not absent who were enrolled for at least half the school term and the number and percentage of students identified as chronically absent who were enrolled at least ten days in the school term disaggregated by each of the subgroups; <input checked="" type="checkbox"/> the number and percentage of full academic year students tested in grade three who achieved the proficient or advanced achievement level on the English language assessment; <input checked="" type="checkbox"/> the number and percentage of grade three students tested and not tested based on the number of full academic year students enrolled in tested grades on the first day of testing; 	Sample Sources of Evidence: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> School Report Card(s) <input type="checkbox"/> District & School Single Site Report Cards 	1111(h)(1)(C); 1111(h)(2)(C); 4 AAC 06.895; 34 CFR 200.11

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
	<ul style="list-style-type: none"> ☒ information on the progress of all students and each subgroup of students toward meeting the State-designed long term goals including the progress of all students and each such subgroup of students against the State measurements of interim progress established under such subsection; ☒ the number and percentages of students with the most significant cognitive disabilities who take an alternate assessment by grade and subject; ☒ information submitted in accordance with data collection conducted pursuant to section 2013(c)(1) of the Department of Education Organization Act (20 U.S.C. 3413(c)(1)), on – <ul style="list-style-type: none"> • rates of in-school suspensions, out-of-school-suspensions, expulsions, school-related arrests, referrals to law enforcement, incidences of violence, including bullying and harassment; and • the number and percentage of students enrolled in <ul style="list-style-type: none"> ○ preschool programs; and ○ accelerated coursework to earn postsecondary credit while still in high school, such as Advanced Placement and International Baccalaureate courses and examinations, and dual or concurrent enrollment programs. ☒ the professional qualifications of teachers in the school, including information (that shall be presented in the aggregate and disaggregated by high poverty compared to low-poverty schools) on the number and percentage of— <ul style="list-style-type: none"> • inexperienced teachers, principals, and other school leaders; • teachers teaching with emergency or provisional credentials; • and teachers who are not teaching in the subject or field for which the teacher is certified or licensed; ☒ the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each school in the State for the preceding fiscal year; ☒ where available, for each high school in the State, and beginning with the report card prepared under this paragraph for 2017, the cohort rate (in the aggregate, and disaggregated for each subgroup of students), at which students who graduate from the high school enroll, for the first academic year that begins after the students’ graduation—in programs of public postsecondary education in the State; and if data are available and to the extent practicable, in programs of private postsecondary education in the State or programs of postsecondary education outside the State; ☒ the Alaska school performance system score, if applicable, under 4 AAC 06.812 and the designation of each school in the district under 4 AAC 06.840 and for districts, the number and percentage of schools that have been designated for comprehensive support and improvement or targeted support and improvement; ☒ whether a school in the district has been designated persistently dangerous under 4 AAC 06.200; ☒ the attendance rate for all students and for each subgroup under 4 AAC 06.830; (4) the retention rate for students in grades K-8; ☒ the dropout rate for students in grades seven through twelve; and ☒ the rate of enrollment change due to transfers; ☒ the number and percentage of students responding to the teacher evaluation survey; ☒ the number and percentage of parents responding to the teacher evaluation survey; ☒ the number of school-business or interagency partnerships the school has entered into under a written agreement; 		

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
	<input checked="" type="checkbox"/> the average number of volunteer-hours a week spent in the school by parents and other members of the community; <input checked="" type="checkbox"/> a narrative description of the results of parental, community, or business involvement, as identified by the school; <input checked="" type="checkbox"/> any other information the school wishes to provide on this subject; and <input checked="" type="checkbox"/> results of the state assessments are not reported if fewer than five students are tested in a category.		
DEED Comments		Met Requirements	
CCSD uses DEED's school report cards to the public.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No	

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
I-A 19	Dissemination of District and School Report Cards <input checked="" type="checkbox"/> The district and school report cards have been publicly disseminated to all schools in the district and directly to all parents of students in those schools (copy of Report Card or notification of how to access it) in an understandable and uniform format, and, to the extent practicable, provided in a language that the parents can understand, and made the information widely available through public means such as posting on the Internet, distribution to the media, and distribution through public agencies. <input checked="" type="checkbox"/> A district shall disseminate its School District Report Card and the School Report Card not later than 30 days after the department has made all necessary data available to districts.	Sample Sources of Evidence: <input checked="" type="checkbox"/> Emails or letters to parents of students enrolled in schools who have agreed to receive such information <input checked="" type="checkbox"/> Website link where the report card is published <input type="checkbox"/> Public service announcement via radio/television, community electronic bulletin boards, and other new sources about the report card and how the public may acquire a copy <input type="checkbox"/> School Board presentation <input type="checkbox"/> Other means used to disseminate the report cards	1111(h)(2)
DEED Comments		Met Requirements	
CCSD sends a letter to parents with a link to the report cards to the public, mostly recently on February 3, 2023. There is also a link on the district website. Recommendations: Post school report cards to school websites (or a link to DEED report card webpage with instructions on how to find a specific school).		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No	

Preschool Coordination

Not Applicable to the District: ☐

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
I-A 20	Early Childhood Services <input type="checkbox"/> In the case of a district that chooses to use Title I-A funds to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).	Sample Sources of Evidence: <input type="checkbox"/> Performance standards <input type="checkbox"/> Memos or policies <input type="checkbox"/> Other	1112(c)(7)
DEED Comments		Met Requirements	
n/a		<input type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A No Title I-A funded preschool services	

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
I-A 21	Coordination with Head Start Each district shall carry out the activities with Head Start agencies and, if feasible, other entities carrying out early childhood development programs. Each district shall develop agreements with such Head Start agencies and other entities to carry out the following activities: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> developing and implementing a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start program or, where applicable, another early childhood education program; <input checked="" type="checkbox"/> establishing channels of communication between school staff and their counterparts (including teachers, social workers, and health staff) in such Head Start agencies or other entities carrying out early childhood education programs, as appropriate, to facilitate coordination of programs; <input checked="" type="checkbox"/> conducting meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood education programs, to discuss the developmental and other needs of individual children; <input checked="" type="checkbox"/> organizing and participating in joint transition-related training of school staff, Head Start program staff, and, where appropriate, other early childhood education program staff; and <input checked="" type="checkbox"/> linking the educational services provided by such local educational agency with the services provided by local Head Start agencies. 	Sample Sources of Evidence: <input checked="" type="checkbox"/> Copy of Head Start Agreement <input type="checkbox"/> Communication <input type="checkbox"/> Other	1119(a)-(b)
DEED Comments		Met Requirements	
CCSD has partnered with Central Council of Tlingit and Haida for the past three years. CCSD provides the Craig Head Start program operated by Central Council of Tlingit and Haida access to instructional space, food service and playground equipment. A copy of the lease was submitted.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No <input type="checkbox"/> N/A Choose an item	

English Learners

Not Applicable to the District: ☐

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
I-A 22	English Learners - Procedures The district has a procedure in place for: <ul style="list-style-type: none"> <input type="checkbox"/> identifying English Learners (EL); <input type="checkbox"/> providing support to EL students in attaining English language proficiency and in support for meeting academic standards; <input type="checkbox"/> ensuring that each EL student in grades 3-10 participates in the standards based assessments as required; <input type="checkbox"/> annually assessing each EL student's oral language, reading and writing skills using the state-approved English language proficiency assessment; and <input type="checkbox"/> providing information to parents of EL students (in an understandable format) on the reasons for identification, the support provided for their students in learning English and succeeding academically, and the results of state assessments. 	Sample Sources of Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> District policies and procedures <input type="checkbox"/> ELP Assessment test schedule <input type="checkbox"/> Other Evidence on File at DEED: <ul style="list-style-type: none"> <input type="checkbox"/> EL Plan of Service 	1111(b)(1)(F) and (2)(G) & Equal Educational Opportunities Act (EEOA), 20 U.S.C. Section 1703 (f) (1974)

DEED Comments	Met Requirements
CCSD historically has not had many ELs in the district. There are currently two identified ELs in the district, one of whom was identified with the support of DEED after the formal monitoring visit. There are no formal procedures written down and there appears to be incomplete understanding of the process of identifying ELs, along with various other EL requirements. DEED's EL procedures template , and a variety of other resources were shared with the district. Much of the conversation was devoted to discussing procedures and requirements related to ELs. The district uses DEED's HLS template, which is included in the district's enrollment packet (for new students only).	<ul style="list-style-type: none"> <input type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input checked="" type="checkbox"/> No

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
I-A 23	English Learners - Parent Notifications Parents of EL students have been notified within 30 days of the start of school, (or for students arriving after the start of the school year, within 2 weeks of a being placed in a language instruction education programs), in an understandable and uniform format, and to the extent practicable, in a language the parents can understand, the following: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> the reasons for the identification and need for placement; <input checked="" type="checkbox"/> the child's level of English proficiency, how it was assessed, and the level of academic achievement; <input checked="" type="checkbox"/> the method of instruction used and other programs available including how such programs differ; <input type="checkbox"/> how the program selected will meet the education needs of the child; <input type="checkbox"/> how the program will help the child learn English and meet age appropriate academic achievement standards; <input type="checkbox"/> the specific exit requirements of the program and the expected rate of transition from such program or graduation rate if from a secondary school; <input type="checkbox"/> how the program meets the objectives of the EL of a child with a disability; and <input type="checkbox"/> information pertaining to parental rights including written guidance detailing right of parent to have child removed from program, to decline enrollment in program or choose another program, and to receive assistance in selecting program 	Sample Sources of Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Requested samples of student records such as: <ul style="list-style-type: none"> • Notification letters to parents <input checked="" type="checkbox"/> EL Parental Notification sample <input type="checkbox"/> Other 	1112(e)(3)(A-B)

DEED Comments	Met Requirements
<p>The district submitted a sample notification letter, but that letter does not meet all of the requirements for annual parent EL notifications. DEED's continuing notification and initial notification templates were shared.</p> <p>The district said that notification letters are sent upon initial identification, but not annually thereafter.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input checked="" type="checkbox"/> No

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
I-A 24	<p>English Learners – Parental Participation</p> <p>The district ensures that it implements an effective means of outreach to parents of English Learners to inform the parents regarding how the parents can –</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> be involved in the education of their children; and <input checked="" type="checkbox"/> be active participants in assisting their children to – <ul style="list-style-type: none"> o attain English proficiency; o achieve at high levels with a well-rounded education; and o meet the challenging State academic standards expected of all students. <input checked="" type="checkbox"/> Effective means of outreach to parents shall include holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under Title I-A or Title III-A. 	<p>Sample Sources of Evidence:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Evidence of district's commitment to involving parents of English learners (i.e., district policy, parent involvement policy, mission statements). <input type="checkbox"/> Evidence of outreach invitations (i.e., signed attendance sheets with parents of English learners clearly identified/ highlighted and/or minutes, PowerPoint presentations, survey samples and overall results, copies of call logs, and notes from interactions). <input checked="" type="checkbox"/> Other 	1112(e)(3) (C)

DEED Comments	Met Requirements
<p>The district provides information to parents of ELs about their ACCESS assessment results. Parents of ELs are also provided the same information/announcements as all other parents. CCSD's HLS includes a parent language preference (none have requested communications in a language other than English). The district has board policy addressing parent involvement for this subgroup of students.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
I-A 25	<p>English Learners – Assessment</p> <p>The district annually assesses all identified English learners for ELP using the state approved English language proficiency assessment aligned to the state's English language proficiency standards and the State's academic content standards.</p>	<p>Sample Sources of Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ELP Assessment test schedule <input checked="" type="checkbox"/> Parent notifications about testing requirements <p>Evidence on File at DEED:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Summer OASIS 	1111(b)(2) (G)

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
		<input type="checkbox"/> District has filled out “ELP Reason Not Assessed” in Summer OASIS for those students who were not assessed. <input checked="" type="checkbox"/> Evidence of reasonable effort to assess 100% of identified English learners in the district. <input type="checkbox"/> English learner Data Report	

DEED Comments	Met Requirements
In SY22/23, the only identified EL was assessed on ACCESS. CCSD is planning on assessing the student again this year, along with a newly identified student. The district test coordinator and elementary/middle school principal are responsible for ensuring ELs are administered ACCESS (principal has already completed ACCESS training).	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No <input type="checkbox"/> N/A Choose an item

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
I-A 26	English Learners – Basis for Admission or Exclusion A student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status.	Sample Sources of Evidence: <input checked="" type="checkbox"/> Requested samples of student records such as: <ul style="list-style-type: none"> Home Language Surveys Student screener results Student ELP Assessment scores <input checked="" type="checkbox"/> District Policy/Written Guidance <input type="checkbox"/> Other Evidence on File at DEED: <input type="checkbox"/> EL Plan of Service	1112(e)(3) (D)

DEED Comments	Met Requirements
See I-A 22 for comments related to the district’s identification process. The district’s nondiscrimination school board policy (BP 0410) addresses this indicator. DEED provided guidance/support on the identification of a potential EL student. Documentation was submitted for three of the four requested students. Those documents supported the current EL status for each student. Documentation was not provided for AKSID 487101. The district can be fully compliant with this indicator after review and approval of documentation for AKSID 487101.	<input type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input checked="" type="checkbox"/> No

Foster Care

Not Applicable to the District: ☐

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
I-A 27	Children in Foster Care – POC and Written Transportation Procedures <input checked="" type="checkbox"/> The district collaborates with the Office of Children’s Services (or other Title IV-E agency) to – <ul style="list-style-type: none"> designate a current Point of Contact for both entities; and develop clear written transportation procedures governing how transportation to the school of origin will be provided, arranged, and funded. 	Sample Sources of Evidence: <input checked="" type="checkbox"/> Signed, current MOU with OCS, including transportation agreement <input type="checkbox"/> Other Evidence on File at DEED: <input type="checkbox"/> Signed MOU with OCS, including transportation agreement	1111 (g)(1)E), 1112(c)(5)
DEED Comments		Met Requirements	
The district has a signed, current MOU with OCS which includes a transportation agreement appropriate to the size and geography of the district.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No	

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
I-A 28	Children in Foster Care – Database <input checked="" type="checkbox"/> To help ensure the educational stability of children in foster care, the district maintains current information regarding which of its students are in OCS/Title IV-E foster care, by – <ul style="list-style-type: none"> regularly communicating with OCS to receive the information, training district administrative staff to request written OCS notification from foster parents and/or case workers, as applicable, training district administrative staff to update student data records with foster care information and to share on a need-to-know basis. 	Sample Sources of Evidence: <input checked="" type="checkbox"/> District student information system query of students in foster care (redacted screenshot) <input checked="" type="checkbox"/> Current Out-of-Home Placement (OOH) Report from OCS (redacted) <input type="checkbox"/> Formal letter or email from OCS regarding a child’s placement (redacted) <input type="checkbox"/> Staff training on receiving and recording foster care data (slides, agendas, manual) <input type="checkbox"/> Other	1111 (g)(1)E), 1112(c)(5)
DEED Comments		Met Requirements	
The district has requested and is receiving weekly OOH reports from OCS, which provide current information regarding individual student foster care status. The district uses this information to update student information and status in PowerSchool, the district SIMS. With Chris Reitan leaving, the district is encouraged to contact Kate Bold to request additional staff continue to receive the emailed weekly report.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No	

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
I-A 29	<p>Children in Foster Care – Transportation and Immediate Enrollment</p> <p><input checked="" type="checkbox"/> The district provides transportation to enable students in foster care to continue to attend their school of origin (the school they attended immediately prior to foster care placement) unless</p> <ul style="list-style-type: none"> it is formally determined to be in the student’s best interest to switch schools, and/or if the student’s foster care placement is in a new community not connected by a road, or if the student’s foster care placement is in a new community more than 50 miles away by road <p><input checked="" type="checkbox"/> When it is in the best interest of a child in foster care to transfer schools,</p> <ul style="list-style-type: none"> the district facilitates the child’s immediate enrollment in the new school, even if the child is unable to produce the records normally required for enrollment; additionally, the district immediately contacts the last school attended to obtain relevant academic and other records. 	<p>Sample Sources of Evidence:</p> <p>Transportation to School of Origin:</p> <p><input type="checkbox"/> Driver mileage reimbursement agreement form</p> <p><input checked="" type="checkbox"/> School vehicle(s) that can serve all residences (bus notification, photo)</p> <p><input type="checkbox"/> Individual transportation request (for district bus, taxi, other)</p> <p><input type="checkbox"/> Best interest determination meeting or decision (redacted notes, form, email, invite)</p> <p><input type="checkbox"/> Staff training on school of origin, transportation, and enrollment protocols for FC students (slides, agendas, manual)</p> <p><input type="checkbox"/> Other</p> <p>Expedited Enrollment:</p> <p><input checked="" type="checkbox"/> Board policy stating immediate enrollment for FC students</p> <p><input type="checkbox"/> Student record transfer request showing expedited completion for FC student (redacted email exchange)</p> <p><input type="checkbox"/> Staff training on expedited enrollment protocols for FC students (slides, agendas, manual)</p> <p><input type="checkbox"/> Other</p>	1111 (g)(1)E), 1112(c)(5)
DEED Comments		Met Requirements	
The district has one school community, with each of the three in-person schools serving unique grade levels, and the district runs daily school buses, so maintaining students in their school of origin is fairly simple if they remain in Craig. However, there are several neighboring districts and schools within 50 miles of the district and on a road system. For students moved out of Craig to a foster care placement in Klawock or Hollis, maintaining school of origin in Craig would again be fairly simple as the district runs a daily school bus to		<p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> Yes, with recommendations</p> <p><input type="checkbox"/> No</p>	

DEED Comments	Met Requirements
<p>these communities (as evidenced by the bus schedule posted to the district website). For students whose foster care placement is in Hydaburg or Thorne Bay (both of which are more than 40 miles from Craig but less than 50 miles) the district has about five minivans that could be used.</p> <p>The FC liaison reports that it is the general policy of the district to immediately enroll all students and track down records second. A board policy recognizing the need for educational stability and minimal disruptions for students in foster care was provided.</p>	

Educator Qualifications

Not Applicable to the District: ☐

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
I-A 30	Parents Right to Know – Educator Qualification Parents of all children attending Title I-A schools have been notified at the beginning of each school year that they can request information on the professional qualifications of the student’s classroom teachers including: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> whether the student’s teacher <ul style="list-style-type: none"> • has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; • is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and • is teaching in the field of discipline of the certification of the teacher; and <input checked="" type="checkbox"/> whether the child is provided services by paraprofessionals, and, if so, their qualifications. 	Sample Sources of Evidence: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Letters to parents <input type="checkbox"/> Newsletters, handouts, posters <input checked="" type="checkbox"/> District or School Report Cards <input type="checkbox"/> Student handbook <input type="checkbox"/> Other 	1112(e)(1)(A)
DEED Comments		Met Requirements	
The district submitted a Title I teacher and paraprofessional qualifications parent letter. The district reported that this letter is sent via email and text through their automated PowerSchool system and is also provided by the school administrative assistant to students/families as they are registered. Additionally, this information is included in the public report card. Craig City School District - State Report Card to the Public - DEED (alaska.gov) Recommendations: Post school report cards to school websites (or a link to DEED report card webpage with instructions on how to find a specific school’s).		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No	

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
I-A 31	Paraprofessional Qualifications <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All instructional paraprofessionals working in a Title I-A schoolwide program or instructional paraprofessionals paid in whole or in part with Title I-A funds in a targeted assistance program have met one of the following qualifications: <ul style="list-style-type: none"> • completed at least two years of higher education (at least 48 semester hours or the equivalent); • obtained an associate’s degree or higher; or • passed the HELP or ParaPro assessment AND skills on the Paraprofessional Standards Checklist have been observed and verified and have a high school diploma or its equivalent <p><i>This section does not apply to paraprofessionals proficient in English and another language who provides services as a translator or to a paraprofessional whose duties consist solely of conducting parent involvement activities, or who have only non-instructional duties such as providing technical support for computers, providing personal care services, or performing clerical duties [200.58 (2)(ii)].</i></p>	Sample Sources of Evidence: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> AK Paraprofessional Qualifications forms & supporting documentation of degree, credits, or passing test score with completed checklist <input checked="" type="checkbox"/> Hiring application verifying HS diploma or equivalent AND position description indicating that HS diploma or equivalent is required for job <input checked="" type="checkbox"/> Personnel records Staff list showing qualifications, hire 	1111(g)(2) (M) 1112(c)(6)

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
		date, duty assignment and funding source <input type="checkbox"/> Personnel records <input type="checkbox"/> Other	

DEED Comments	Met Requirements
The district submitted their classified staff accounting report on 10/13/2023 and the job descriptions posted on their website indicate that a HS diploma or equivalent is required. Evidence for the requested paraprofessionals was also submitted.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No <input type="checkbox"/> N/A Choose an item

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
I-A 32	Teacher Qualifications The district: <input checked="" type="checkbox"/> maintains accurate documentation of status of teachers, and <input checked="" type="checkbox"/> submits data in a timely fashion to the department on the status of teachers.	Sample Sources of Evidence: <input checked="" type="checkbox"/> Certified Staff Accounting Reports <input type="checkbox"/> Copies of teacher qualification documentation <input checked="" type="checkbox"/> Other	1112(c)(6)

DEED Comments	Met Requirements
The district submitted their certified staff accounting report on 10/13/23. The district also submitted a tracking report from their teacher certification system. The district reported that The Business Manager uses a spreadsheet to track teacher certification information and expiration dates. She is using a new accounting system that has a field for teacher certification expiration dates. This system generates an email when a certificate is expiring, and a reminder is sent to teachers. The district's policy is to place teachers into substitute pay status if a certificate expires. This is included in their teacher's negotiated agreement.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
I-A 33	Disproportionate Rates <input checked="" type="checkbox"/> The district has ensured that low-income and minority students are not taught at higher rates than other students by ineffective, out-of-field or inexperienced teachers.	Sample Sources of Evidence: <input checked="" type="checkbox"/> Certified Staff Accounting data disaggregated by high and low poverty schools (top quartile). <input checked="" type="checkbox"/> Comparison of teachers assigned to high and low minority schools. <input type="checkbox"/> Documentation of incentive, recruitment, or professional development programs. <input type="checkbox"/> District plan for equitable distribution.	1111(g)(1)(B) 1112(b)(2)

DEED Comments	Met Requirements
<p>In looking at the SRM reports teachers seem to be equitably distributed. The district reports that they are conscientious about their hiring and placement process in assuring ineffective, out-of-field, and inexperienced teachers are placed to ensure equitable distribution. The district also reported that they pay for up to 3 college credits for staff annually.</p> <p>Recommendation: Develop a formal plan for equitable distribution to ensure that low income and minority students are not taught at higher rates than other students by ineffective, out-of-field, or inexperienced teachers.</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No <input type="checkbox"/> N/A Choose an item

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
I-A 34	<p>Notice to Parents – Teacher Not Meeting Certification Requirements</p> <p><input type="checkbox"/> The district has provided to each parent of all children attending Title I-A schools timely notice that the parent’s child has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who has not met applicable State certification requirements.</p>	<p>Sample Sources of Evidence:</p> <p><input type="checkbox"/> Letters to parents <input type="checkbox"/> Other</p>	1112(e)(1)(B)

DEED Comments	Met Requirements
<p>The district’s out of field teacher report was reviewed during our meeting and it was found that none of the teachers on the report are assigned to Title I-A schools.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A Other: Explanation detailed in DEED Comments

School Improvement

Not Applicable to the District: ☐

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
I-A 35	<p>Improvement Plan for Comprehensive Support and Improvement (CSI) Schools and Additional Targeted Support and Improvement (ATSI) Schools</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> The district has notified any school designated of the CSI 5%, CSI Grad Rate, or ATSI designation. If the school is ATSI, the district will have notified the school of which subgroup(s) of students is underperforming. <input checked="" type="checkbox"/> The district has developed and implemented a comprehensive support and improvement plan for each CSI/ATSI designated school to improve student outcomes, that: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> is developed in partnership with stakeholders (including principals and other school leaders, teachers, and parents); <input checked="" type="checkbox"/> is informed by all indicators that led to designation; <input checked="" type="checkbox"/> includes evidence-based interventions; <input checked="" type="checkbox"/> is based on a school-level needs assessment; <input checked="" type="checkbox"/> identifies resource inequities to be addressed through plan implementation; and <input checked="" type="checkbox"/> is approved by the school, district, and state. 	<p>Sample Sources of Evidence:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Evidence of stakeholder outreach and input <input checked="" type="checkbox"/> Indications of selected Evidence-Based Interventions <input checked="" type="checkbox"/> District level plan for supporting designated school(s) <input type="checkbox"/> Indications of school-district-state collaboration and partnerships <input type="checkbox"/> Other <p>Evidence on File at DEED:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Budget and Assurances for school improvement funds <input checked="" type="checkbox"/> School Improvement Plan <input checked="" type="checkbox"/> Needs Assessment documentation 	1111(d)(1)(B), 4 AAC 06.864

DEED Comments	Met Requirements
The district works with its CSI Grad Rate School to ensure that the improvement plan is built by a variety of stakeholders and is informed by the indicators that led to the designation. Administrators meet biweekly and share out School Improvement updates and plan components with all school leaders. Information about school improvement is also included in the weekly staff emails when applicable. A comprehensive needs assessment was completed to determine other areas of improvement that are tied to the reasons for the designation and early identification of students at risk of not graduating has been an area of focus. A graduation coach helps identify students and assemble a team to find the appropriate supports for the student and their family. A school improvement plan has been created and reviewed at school in-services; agendas from the in-services demonstrate stakeholder input. The school improvement plan includes evidence-based interventions.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No <input type="checkbox"/> N/A Choose an item

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
I-A 36	<p>Improvement Plan for Targeted Support and Improvement (TSI) Schools</p> <ul style="list-style-type: none"> <input type="checkbox"/> The district has notified any school designated of the designation and which subgroup(s) of students is underperforming. <input type="checkbox"/> The district has developed and implemented a targeted support and improvement plan for each TSI designated school to improve student outcomes, that: <ul style="list-style-type: none"> <input type="checkbox"/> is developed in partnership with stakeholders (including principals and other school leaders, teachers, and parents); 	<p>Sample Sources of Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence of stakeholder outreach and input <input type="checkbox"/> Indications of selected Evidence-Based Interventions 	1111(d)(2), 4 AAC 06.868

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
	<input type="checkbox"/> is informed by all indicators that led to designation; <input type="checkbox"/> includes evidence-based interventions; <input type="checkbox"/> is based on a school-level needs assessment; and <input type="checkbox"/> is approved and monitored for implementation by the district.	<input type="checkbox"/> District level plan for supporting designated school(s) <input type="checkbox"/> Indications of school-district-state collaboration and partnerships <input type="checkbox"/> Other Evidence on File at DEED: <input type="checkbox"/> Budget and Assurances for school improvement funds <input type="checkbox"/> School Improvement Plan <input type="checkbox"/> Needs Assessment documentation	
DEED Comments		Met Requirements	
n/a		<input type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A Choose an item	

Title I, Part C – Education of Migratory Children

Not Applicable to the District: ☐

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
I-C 1	Identification & Recruitment The district has assisted the state in determining timely and accurate identification and recruitment of eligible migratory children including: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> developing a recruitment plan that includes recruitment efforts year-round throughout the community; <input checked="" type="checkbox"/> establishing a quality control process for ensuring the correctness of the information used to determine each child’s eligibility under the MEP definitions including a process for resolving eligibility discrepancies; <input checked="" type="checkbox"/> hiring qualified staff and providing for annual training related to the state’s identification and recruitment procedures; <input checked="" type="checkbox"/> meeting all deadlines for the submission of records and data and adhering to the state’s established procedures for the identification and recruitment of migratory children; and <input checked="" type="checkbox"/> validating and verifying all information on the COE and entered into MIS2000. 	Sample Sources of Evidence: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Identification & Recruitment Plan <input checked="" type="checkbox"/> Quality Control Plan <input type="checkbox"/> Training provided to district staff <input checked="" type="checkbox"/> Other Evidence on File at DEED: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> State ID&R training attendee lists <input type="checkbox"/> Random re-interviewing <input checked="" type="checkbox"/> COE quality control review <input checked="" type="checkbox"/> Onsite file review <input checked="" type="checkbox"/> Fall Recruitment Report 	1304(c)(8), 1308(b)(2)(A), 200.89(c), 200.89(d)
DEED Comments The district utilizes the District Level Guiding Documents Template to record its written Identification and Recruitment Plan. During the interview with the district, it was determined that some of the items described in the district’s written plan no longer occur. Recommendation: Review the district’s Identification and Recruitment Plan and update it to align with current practices.		Met Requirements <ul style="list-style-type: none"> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No 	
Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
I-C 2	Data Quality Control The district has implemented written procedures for: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> maintaining accurate migratory child data records in MIS2000 with all required data elements; <input checked="" type="checkbox"/> resolving data discrepancies; <input checked="" type="checkbox"/> sending and receiving migratory child records; <input checked="" type="checkbox"/> validating and verifying all information on COEs and migratory child records; <input checked="" type="checkbox"/> entering information into the MIS2000 in a timely manner; and <input checked="" type="checkbox"/> validating and verifying all information reported to DEED. 	Sample Sources of Evidence: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Quality control plan <input checked="" type="checkbox"/> Student records transfer request forms <input checked="" type="checkbox"/> Service delivery plan <input type="checkbox"/> District student data processes <input type="checkbox"/> District communication <input type="checkbox"/> Other 	1308(b)(2)(A), 200.89(d)

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
		Evidence on File at DEED: <input checked="" type="checkbox"/> Timeliness and accuracy of data submissions <input checked="" type="checkbox"/> COE Quality Control Review	
DEED Comments		Met Requirements	
The district utilizes the District Level Guiding Documents Template to record its written Quality Control Plan. During the interview, the district spoke about how they track services provided to migratory children. The district works closely with staff to determine which children were served. They keep rosters of children who received books.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No	
Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
I-C 3	Interstate and Intrastate Coordination The district promotes interstate and intrastate coordination of services for migratory children including: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> providing for the educational continuity through the timely transfer of pertinent student records, including health records (whether or not the move occurs during the regular school year); <input checked="" type="checkbox"/> establishing a procedure to coordinate services and records transfers with surrounding districts or districts that MEP students move to/from; and <input checked="" type="checkbox"/> meeting all deadlines for the submission of student records and data in MIS2000. 	Sample Sources of Evidence: <input type="checkbox"/> Communication with receiving districts of migratory children <input checked="" type="checkbox"/> Student records transfer forms and procedures <input checked="" type="checkbox"/> Service delivery plan <input type="checkbox"/> Other Evidence on File at DEED: <input type="checkbox"/> Move alerts submitted to DEED <input type="checkbox"/> Timeliness of data submissions	1304(b)(3), 200.85(c)
DEED Comments		Met Requirements	
Migrant status is on the district's Student Records Transfer forms. During the interview, the district spoke about how they utilize PowerSchool to verify immunization records and medical alerts when completing the Certificate of Eligibility (COE).		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No	
Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
I-C 4	Parent & Family Engagement The district has, in a format and language understandable to the parents: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> consulted with parents, including parent advisory councils, in the planning and operation of Title I-C programs and projects on topics such as: <ul style="list-style-type: none"> • Design and implementation of the MEP service delivery plan and current district Title I-C application • Existing federal MEP law and regulations • Migratory child data and other data showing progress on meeting the performance targets and measurable program outcomes <input checked="" type="checkbox"/> provided information to parents about the Migrant Education Program services received by their children; <input checked="" type="checkbox"/> implemented strategies to increase the engagement of migratory parents in supporting their child's education and opportunities for involvement in decision making about their child's education; and 	Sample Sources of Evidence: <input checked="" type="checkbox"/> Meeting notices (letters, flyers, social media, student info. system, website, call logs) <input checked="" type="checkbox"/> Meeting minutes, sign-in sheets, and agendas <input type="checkbox"/> Communications with parents <input type="checkbox"/> Parent activities <input checked="" type="checkbox"/> Written processes <input type="checkbox"/> Other	1304(c)(3), 1304(c)(6)

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
	<input checked="" type="checkbox"/> provided outreach activities for migratory children and their families to inform them of other education, health, nutrition, and social services to help connect them to such services	Evidence on File at DEED: <input checked="" type="checkbox"/> ESEA Consolidated Application <input checked="" type="checkbox"/> Parent surveys	
DEED Comments		Met Requirements	
<p>During the interview, the district described how they conduct a consolidated application meeting each spring. During the meeting they share the proposed budget and obtain feedback from the community on what they would like funded out of the programs. The district participates in the statewide parent survey that the department disseminates each spring.</p> <p>Recommendation: Send families eligibility notification letters each year. The letter could include information about their children's eligibility and provide them an overview of the Title I-C services available to their children. Example letters can be found in appendix of the Records Manager Guide.</p>		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No	

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
I-C 5	Needs Assessment The district has conducted a local needs assessment that: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> is aligned with the state comprehensive needs assessment (CNA), including the following goal areas: <ul style="list-style-type: none"> • Academic support in English/language arts and mathematics • High school graduation • School readiness • Support services <input checked="" type="checkbox"/> has identified the unique educational needs of migratory children, including preschool children and children who have dropped out of school, that result from the migratory lifestyle and other needs of migratory children that must be met in order for them to participate effectively in school. 	Sample Sources of Evidence: <input checked="" type="checkbox"/> Needs Assessment <input type="checkbox"/> Needs assessment planning team members, agendas, minutes, data analysis, evaluation results <input checked="" type="checkbox"/> Written processes <input type="checkbox"/> Other Evidence on File at DEED: <input checked="" type="checkbox"/> ESEA Consolidated Application <input checked="" type="checkbox"/> Parent & staff surveys <input checked="" type="checkbox"/> Migrant Summative Data Report	1306(a)(1), 200.83(a)
DEED Comments		Met Requirements	
<p>The district utilizes the District Level Guiding Documents Template to record its written Needs Assessment. During the interview, the district described the identified needs of migratory children. They found that migratory children need support in social emotional learning as well as support in reading and math. The district discussed how the Alaska Reads Act is going to give them more robust data to review children's needs and progress.</p> <p>Recommendation: Complete the "Identified Needs" section of the District Level Guiding Documents Template.</p>		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No	

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
I-C 6	Service Delivery Plan The district has developed a local service delivery plan for migratory children, including preschool children and children who have dropped out of school, that: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> addresses the unique educational needs of migratory children as identified in the needs assessment; <input checked="" type="checkbox"/> includes performance targets and measurable outcomes in order to meet the same challenging state academic content and achievement standards that all children are expected to meet; <input checked="" type="checkbox"/> encompasses the full range of services that are available for migratory children from appropriate local, state, and federal educational programs and provides for integration of services, as appropriate; <input checked="" type="checkbox"/> is the product of joint planning among such local, state, and federal programs, including programs under Title I-A, early childhood programs, and language instruction educational programs under Title III-A; and <input checked="" type="checkbox"/> aligns with the State Service Delivery Plan which includes 4 goal areas for service: <ul style="list-style-type: none"> • Academic support in English/language arts and mathematics • High school graduation • School readiness • Support services 	Sample Sources of Evidence: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Service Delivery Plan <input checked="" type="checkbox"/> Needs assessment <input checked="" type="checkbox"/> Staff schedules & assignments <input type="checkbox"/> Data to measure progress toward MPOs <input type="checkbox"/> Evidence of joint planning among programs <input type="checkbox"/> Evidence of migratory children receiving other program services <input type="checkbox"/> Other Evidence on File at DEED: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> ESEA Consolidated Application <input checked="" type="checkbox"/> Migrant Summative Data Report <input checked="" type="checkbox"/> Mass and Summer Withdrawals 	1306(a)(1), 200.83(a), 200.83(c)

DEED Comments	Met Requirements
The district utilizes the District Level Guiding Documents Template to record its written Service Delivery Plan. The district indicated that they email the Service Delivery Plan to parents to review. The district spoke about how they fund counselors and a tutor to address the identified needs of migratory children.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
I-C 7	Use of Funds Title I-C funds: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> must first be used to meet the identified needs of migratory children that result from their migratory lifestyle and other needs of migratory children that must be met to permit these children to participate effectively in school; <input checked="" type="checkbox"/> are used for services to migratory children; <input checked="" type="checkbox"/> will be used only for programs and projects, including acquisition of equipment, in accordance with the state comprehensive needs assessment (CNA) and service delivery plan (SDP); <input checked="" type="checkbox"/> are coordinated with similar programs and projects within the state and other states and with other federal, state and local programs as applicable; and <input checked="" type="checkbox"/> supplement the funds that would, in the absence of such federal funds, be made available from non-federal sources for the education of pupils participating in programs assisted under this part, and not to supplant such funds. 	Sample Sources of Evidence: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Service Delivery Plan <input checked="" type="checkbox"/> Needs Assessment <input checked="" type="checkbox"/> Detailed schedule(s) for Title I-C funded staff, including time designated for migrant duties (schedules and time and effort.) <input type="checkbox"/> Written processes for determining allowable uses of funds <input type="checkbox"/> Other 	1304(c)(1)(A) 1304(c)(1)(B) 1304(c)(2) 1118(a) 1306(b)(1)

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
		Evidence on File at DEED: <input checked="" type="checkbox"/> ESEA Consolidated Application	
DEED Comments		Met Requirements	
Uses of Title I-C funds are aligned with the district's needs assessment and service delivery plan. The migrant tutor is funded 100% out of Title I-C and only works with migratory children.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No	

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
I-C 8	Programs and Projects <input checked="" type="checkbox"/> To the extent feasible, the district's Title I-C programs and projects provide for: <ul style="list-style-type: none"> • advocacy and outreach activities for migratory children and their families including helping them to gain access to other education, health, nutrition and social services; • professional development programs, including mentoring, for teachers and other program personnel; • family literacy programs; • integration of information technology into educational and related programs; and • programs to facilitate transition of secondary school students to postsecondary education or employment. 	Sample Sources of Evidence: <input checked="" type="checkbox"/> Service delivery plan <input type="checkbox"/> Professional development plans, agendas, and minutes <input type="checkbox"/> Participant lists <input type="checkbox"/> Other Evidence on File at DEED: <input checked="" type="checkbox"/> ESEA Consolidated Application <input checked="" type="checkbox"/> Literacy Grant Application and Final Report	1304(c)(7)
DEED Comments		Met Requirements	
The district funds counselors who provide advocacy and outreach activities for migratory children and their families. In addition, the high school counselor helps make sure each child has a plan for graduation.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No	

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
I-C 9	Addressing Unmet Needs of Preschool Children and Dropouts <input checked="" type="checkbox"/> In planning and carrying out programs funded with I-C funds, there has been, and will be, adequate provision for addressing the unmet needs of preschool migratory children and migratory children who have dropped out of school.	Sample Sources of Evidence: <input type="checkbox"/> Needs assessment <input checked="" type="checkbox"/> Service delivery plan <input type="checkbox"/> Staff schedules & assignments <input checked="" type="checkbox"/> Other Evidence on File at DEED: <input checked="" type="checkbox"/> ESEA Consolidated Application <input checked="" type="checkbox"/> Mass and Summer Withdrawals	1304(c) (4)
DEED Comments		Met Requirements	
The school district coordinates with the Head Start to identify and serve migratory children. When children are dropped out of school, the district provides supports to the children. This is not funded out of Title I-C. The district indicated that they have not had a single student drop out of school in the previous six years.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No	

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
I-C 10	Priority for Services (PFS) <input checked="" type="checkbox"/> When providing services with Title I-C funds, priority for service is given to migratory children who have made a qualifying move within the previous 1-year period and who— <ul style="list-style-type: none"> are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. 	Sample Sources of Evidence: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Service delivery plan <input checked="" type="checkbox"/> Written procedures that document PFS migratory children are being served on a priority basis through the MEP <input type="checkbox"/> Evidence regarding how K-2 PFS students are identified <input type="checkbox"/> Evidence PFS students received services <input checked="" type="checkbox"/> Staff schedules & assignments <input type="checkbox"/> Other Evidence on File at DEED: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> ESEA Consolidated Application <input checked="" type="checkbox"/> District PFS list <input checked="" type="checkbox"/> Mass and Summer Withdrawals <input checked="" type="checkbox"/> PFS K-2 Report 	1304(d)

DEED Comments	Met Requirements
The district spoke about how they use local assessments to determine if children were at risk of failing. Due to the migratory child population being so small, the district can provide services to children identified as PFS. The tutor and counselors target services to the identified children, as needed.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
I-C 11	Continuation of Services (COS) <input type="checkbox"/> The district only provides services to a child who has met the end of their eligibility in the following instances: <ul style="list-style-type: none"> a child who ceases to be a migratory child during a school term is eligible for services until the end of such term; a child who is no longer a migratory child may continue to receive services for one additional school year, but only if comparable services are not available through other programs; and students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation. 	Sample Sources of Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Written procedures for the identification process and services provided to COS students <input type="checkbox"/> Documentation that comparable services are not available <input type="checkbox"/> Service delivery plan <input type="checkbox"/> Other Evidence on File at DEED: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Mass and Summer Withdrawals 	1304(e)

DEED Comments	Met Requirements
<p>The district utilizes the District Level Guiding Documents Template to record its written Service Delivery Plan. However, the version of the template the district is utilizing does not include the Continuation of Services (COS) Provision table. Since the template does not include the table, the district does not have written processes outlining how they will carry out this provision of the law.</p> <p>Recommendation: Download the latest version of the District Level Guiding Documents Template and copy the Continuation of Services (COS) Provision table into the district's current template. Develop the district's processes around the Continuation of Services (COS) Provision and then complete the table.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input checked="" type="checkbox"/> No

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
I-C 12	<p>Evaluating Effectiveness of Program</p> <p><input checked="" type="checkbox"/> The district measures the effectiveness of Title I-C programs and projects, and, where feasible, uses the same approaches and standards that are used to assess the performance of students and schools under Title I, Part A.</p> <p><input checked="" type="checkbox"/> The district uses the results of the evaluation to improve the services to migratory children.</p>	<p>Sample Sources of Evidence:</p> <p><input type="checkbox"/> Assessment results</p> <p><input type="checkbox"/> Data collection to measure progress toward MPOs</p> <p><input checked="" type="checkbox"/> Service delivery plan</p> <p><input type="checkbox"/> Meeting agendas, sign-in sheets, minutes</p> <p><input type="checkbox"/> Other</p> <p>Evidence on File at DEED:</p> <p><input checked="" type="checkbox"/> ESEA Consolidated Application</p> <p><input checked="" type="checkbox"/> Migrant Summative Data Report</p> <p><input checked="" type="checkbox"/> Fidelity of Strategy Implementation Tool</p>	1304(c)(5), 200.84

DEED Comments	Met Requirements
The district utilizes the District Level Guiding Documents Template to record its written Evaluation Plan. The district spoke about how they review assessment data to measure effectiveness. The Records Manager talks with staff and completes the Fidelity of Strategy Implementation (FSI) Tool annually.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
I-C 13	<p>Title I-C Consolidation into a Title I-A Schoolwide Program</p> <p>A school that receives I-C funds that consolidates all or part of those funds into a Title I-A schoolwide program has met the following criteria:</p> <p><input type="checkbox"/> parents have been consulted regarding the consolidation of I-C funds into the schoolwide program;</p> <p><input type="checkbox"/> the school has described and documented how it has met the unique educational needs of the migratory children prior to consolidating funds in the schoolwide plan; and</p> <p><input type="checkbox"/> the schoolwide plan addresses the needs of migratory children and indicates the amount of I-C funding consolidated in the schoolwide plan.</p>	<p>Sample Sources of Evidence:</p> <p><input type="checkbox"/> Title I-A Schoolwide plan</p> <p><input type="checkbox"/> Service delivery plan</p> <p><input type="checkbox"/> Needs assessment</p> <p><input type="checkbox"/> Parent consultation agenda, sign-in sheets, and meeting notes</p> <p><input type="checkbox"/> Other</p>	1306(b)(4), 200.86

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
		Evidence on File at DEED: <input type="checkbox"/> ESEA Consolidated Application <input type="checkbox"/> Application to consolidate funds	
DEED Comments		Met Requirements	
n/a		<input type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A No I-C funds consolidated in I-A SWPs	

Title I, Part D – Neglected, Delinquent or At-Risk Children & Youth

Not Applicable to the District: ☒

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
I-D 1	Title I-D Activities and Programs The district has implemented the activities and programs approved in their application that: <ul style="list-style-type: none"> <input type="checkbox"/> meet the goals and objectives of the State plan; <input type="checkbox"/> assess the educational needs of the incarcerated youth with the state academic assessments; <input type="checkbox"/> give priority to children and youth in correctional institutions who are likely to complete incarceration within a 2-year period; <input type="checkbox"/> include a designated individual in each affected correctional facility or institution to be responsible for issues relating to the transition of children and youth from the facility to locally operated programs; <input type="checkbox"/> include appropriate professional development for teachers and staff; and <input type="checkbox"/> provides appropriate transition assistance to help the child or youth stay in school, including where feasible: <ul style="list-style-type: none"> • Coordination of services for the family • Counseling • Assistance in accessing drug and alcohol abuse prevention programs • Tutoring • Family counseling 	Sample Sources of Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Data analysis <input type="checkbox"/> Documentation submitted to DEED <input type="checkbox"/> Student records/IEPs <input type="checkbox"/> Completion/Transition records <input type="checkbox"/> Other 	1414(c)(1,2, 4,10,11), 1418, 1424, 1425(3)

DEED Comments	Met Requirements
n/a	<input type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
I-D 2	Neglected & Delinquent Formula Program The district's N&D formula program under subpart 1, or the facility project funded under subpart 2: <ul style="list-style-type: none"> <input type="checkbox"/> involves parents, where feasible, to improve the educational achievement and prevent the delinquency of their children, and youth; <input type="checkbox"/> ensures, where feasible, that educational programs in the correctional facility are coordinated with the student's home school to ensure that student assessments and appropriate academic records are shared, particularly with respect to a student with an individualized education program under part B of the Individuals with Disabilities Education Act; <input type="checkbox"/> notifies the local school if the child is in need of special education services; <input type="checkbox"/> provides support programs that encourage children and youth who have dropped out of school to reenter school once their term at the correctional facility has been completed, or provides such youth with the skills necessary to gain employment or seek a secondary school diploma or its recognized equivalent; and <input type="checkbox"/> works with local businesses to develop training, mentoring, and work-related programs for youth and children, if appropriate. 	Sample Sources of Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Meeting sign-up sheets, minutes etc. <input type="checkbox"/> LEA/ Correctional facility policies/MOAs <input type="checkbox"/> Information/ training packets <input type="checkbox"/> Individual transitional/ education plans <input type="checkbox"/> Other 	1414(c)(9, 12, 14, 15, 16), 1425(1, 2, 4, 8, 11)

DEED Comments	Met Requirements
n/a	<input type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
I-D 3	Necessary Training <input type="checkbox"/> The district consults with experts and provides the necessary training to ensure that the planning and operation of institution-wide projects are of high quality and that teachers meet the ESEA requirements, if applicable, and other qualified staff who are trained to work with children and youth with disabilities take into consideration the unique needs of such children and youth.	Sample Sources of Evidence: <input type="checkbox"/> Professional Development plan/schedule <input type="checkbox"/> Signup sheets <input type="checkbox"/> Personnel files <input type="checkbox"/> Training materials <input type="checkbox"/> Job description & minimum qualifications <input type="checkbox"/> Other	Title I-A 1119(a)(1, 3), Title I-D 1425(5), 1414(c)(5, 17)

DEED Comments	Met Requirements
n/a	<input type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
I-D 4	Educational Programs <input type="checkbox"/> The educational programs in the correctional facility are related to assisting students to meet state high academic achievement standards, and that students have the same opportunities to achieve as they would in local schools.	Sample Sources of Evidence: <input type="checkbox"/> Lesson plans <input type="checkbox"/> State Assessment scores <input type="checkbox"/> Data analysis results <input type="checkbox"/> Other	1414(a)(1) (B), 1414(c)(4), 1425(6)

DEED Comments	Met Requirements
n/a	<input type="checkbox"/> Yes <input type="checkbox"/> No

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
I-D 5	Coordination of Funds <input type="checkbox"/> The district coordinates funds received under this subpart with other local, state, and federal funds available to provide services to participating children and youth, such as funds made available under Title I and vocational and technical education programs, dropout prevention programs, and special education programs.	Sample Sources of Evidence: <input type="checkbox"/> Program budgets <input type="checkbox"/> Grants <input type="checkbox"/> Other	1425(9), 1414(c)(8)

DEED Comments	Met Requirements
n/a	<input type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
I-D 6	Coordination of Programs <input type="checkbox"/> The district coordinates programs operated under this subpart with activities funded under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, including data showing it has maintained fiscal effort, if applicable.	Sample Sources of Evidence: <input type="checkbox"/> MOAs <input type="checkbox"/> Documentation submitted to DEED <input type="checkbox"/> Grant applications <input type="checkbox"/> Other	1425(10), 1414(c)(7) (19)
DEED Comments		Met Requirements	
n/a		<input type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No	
Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
I-D 7	Use of Title I-D Funds The district uses Title I, Part D, funds, as applicable: <input type="checkbox"/> Transition of students from correctional facilities to the school environment in order to complete their education <input type="checkbox"/> Dropout prevention programs <input type="checkbox"/> Coordination of health and social services <input type="checkbox"/> Programs to meet the academic needs of participants <input type="checkbox"/> Assistance in securing student loans or grants for postsecondary education <input type="checkbox"/> Mentoring and peer mediation programs	Sample Sources of Evidence: <input type="checkbox"/> Budgets <input type="checkbox"/> Documentation submitted to DEED <input type="checkbox"/> Other	1415, 1424
DEED Comments		Met Requirements	
n/a		<input type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No	
Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
I-D 8	Coordination of Programs The district evaluates the Neglected & Delinquent Program annually, disaggregating data by gender, race, ethnicity, and age, to determine its effectiveness on students and used to plan and improve the program in the following areas: <input type="checkbox"/> Educational achievement <input type="checkbox"/> Completion of secondary school requirements or equivalency <input type="checkbox"/> Accrual of credits toward promotion and graduation <input type="checkbox"/> Transition to a regular program or other education program <input type="checkbox"/> Participation in postsecondary education job training programs, as appropriate, or employment	Sample Sources of Evidence: <input type="checkbox"/> Data analysis <input type="checkbox"/> Documentation submitted to DEED <input type="checkbox"/> Student records/IEPs <input type="checkbox"/> Completion/transition records <input type="checkbox"/> Other	1431(a), 1414(c)(6)
DEED Comments		Met Requirements	
n/a		<input type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No	

Title II, Part A – Supporting Effective Instruction

Not Applicable to the District: ☐

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
II-A 1	Consultation The district in the development of their Title II, Part A application shall: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> meaningfully consult with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), 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; <input checked="" type="checkbox"/> seek advice from the individuals and organizations described above regarding how best to improve the local educational agency’s activities to meet the purpose of this title; and <input checked="" type="checkbox"/> coordinate the local educational agency’s activities under this part with other related strategies, programs, and activities being conducted in the community. 	Sample Sources of Evidence: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Needs Assessments <input type="checkbox"/> Recruitment and retention data <input checked="" type="checkbox"/> Agendas <input type="checkbox"/> Meeting minutes <input type="checkbox"/> Other Evidence on File at DEED: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> ESEA Consolidated Application 	2102(b)(3)
DEED Comments		Met Requirements	
The district submitted their 2023-2026 strategic plan, strategic plan report, in-service agenda and outcomes, and assessment data. The district reported working with community members, community partners, parents, and staff members to update the district's strategic plan that was Board adopted on March 15, 2023. A key aspect of the Craig City School District Strategic Plan 2023-2026 is to "Develop multi-tiered systems of support (MTSS) to meet the social, emotional, and academic needs of every student in each CCSD school." The district reported aligning in-services for the 2023-24 school year to support the district's efforts with tightening MTSS processes and procedures centered on Three-tiered Instructional Intervention Model, Problem-Solving Processes, Data/Evaluation, Leadership, Capacity Building/Infrastructure, and Communication and Collaboration.		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No 	
Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
II-A 2	Data and Ongoing Consultation <ul style="list-style-type: none"> <input checked="" type="checkbox"/> The district uses data and ongoing consultation to continually update and improve activities supported under Title II, Part A. 	Sample Sources of Evidence: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Agendas <input checked="" type="checkbox"/> Meeting minutes <input checked="" type="checkbox"/> Measures and data <input type="checkbox"/> Other Evidence on File at DEED: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> ESEA Consolidated Application 	2102(b)(2) (D)
DEED Comments		Met Requirements	
The district submitted their 2023-2026 strategic plan, strategic plan report, in-service agenda and outcomes, and assessment data. The district reported working with community members, community partners, parents, and staff members to update the district's strategic plan that was Board adopted on March 15, 2023. A key aspect of the Craig City School District Strategic Plan 2023-2026 is to "Develop multi-tiered systems of support (MTSS) to meet the social, emotional, and academic needs of every student in each CCSD school." The district reported aligning in-services for the 2023-24 school year to support the district's efforts with		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No 	

DEED Comments		Met Requirements	
tightening MTSS processes and procedures centered on Three-tiered Instructional Intervention Model, Problem-Solving Processes, Data/Evaluation, Leadership, Capacity Building/Infrastructure, and Communication and Collaboration.			
Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
II-A 3	Prioritizing Funds The district has prioritize Title II, Part A funds to schools that are: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> implementing comprehensive support and improvement (CSI) activities under section 1111(d); <input type="checkbox"/> targeted support and improvement (TSI) activities under section 1111(d); and <input type="checkbox"/> have the highest percentage of children counted under section 1124(c). 	Sample Sources of Evidence: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Student and educator data <input checked="" type="checkbox"/> School selection criteria <input type="checkbox"/> Allocation procedures <input checked="" type="checkbox"/> Other Evidence on File at DEED: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> ESEA Consolidated Application 	2102(b)(2) (C)
DEED Comments		Met Requirements	
The district submitted their Map Growth data and data driven dialogue form as evidence of student and educator data. The district reported prioritizing funds to schools that are implementing CSI activities by giving Craig Elementary Teachers first access to the 2024 Alaska RTI/MTSS Effective Instruction Conference, offering CSI schools with classroom-based professional development opportunities targeted to tightening and aligning CCSD's Multi-Tiered Support System within the six MTSS domains, and giving PACE teachers access to Title II-A professional development funds through their engagement with the district-wide in-service on October 23 and 24, 2023. Additionally, the district reported receiving \$25,000 in grant monies that will be used to support a graduation coach and professional development for PACE personnel focused on how to better support low-performing students within a homeschool/correspondence model.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No <input type="checkbox"/> N/A Choose an item	
Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
II-A 4	High-Quality Professional Development <ul style="list-style-type: none"> <input checked="" type="checkbox"/> The district coordinates high-quality professional development activities funded by Title II, Part A that meet the federal definition outlined in 8101(42) with professional development activities provided through other Federal, State, and local programs. 	Sample Sources of Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Professional development plan <input checked="" type="checkbox"/> Activities with funding sources <input checked="" type="checkbox"/> Other Evidence on File at DEED: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> ESEA Consolidated Application 	2102(b)(2) (F)
DEED Comments		Met Requirements	
The district submitted their 2023-2026 strategic plan, strategic plan report, and in-service agenda and outcomes. The district reported a focus on growing skills and knowledge with RTI/MTSS in building a more robust program. Recommendation: Develop a written professional development plan that can be reviewed and updated annually to meet the needs of the district and staff; including a timeline, and alignment with state academic standards and evidence-based practices.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No	

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
II-A 5	Alignment with Challenging State Academic Standards <input checked="" type="checkbox"/> The district has aligned Title II, Part A funded activities with challenging State academic standards, as applicable.	Sample Sources of Evidence: <input type="checkbox"/> Professional development plan <input checked="" type="checkbox"/> Activities/ standards alignment <input type="checkbox"/> Other Evidence on File at DEED: <input checked="" type="checkbox"/> ESEA Consolidated Application	2102(b)(2) (A)

DEED Comments	Met Requirements
<p>The district has aligned Title II, Part A funded activities with the challenging State academic standards.</p> <p>Recommendation: Develop a written professional development plan that can be reviewed and updated annually to meet the needs of the district and staff; including a timeline, and alignment with state academic standards and evidence-based practices.</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
II-A 6	Professional Growth and Improvement <input checked="" type="checkbox"/> The district has in place 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.	Sample Sources of Evidence: <input type="checkbox"/> Induction/ Mentoring Programs <input checked="" type="checkbox"/> Educator Evaluation and Support <input type="checkbox"/> Teacher Leadership Pathways <input checked="" type="checkbox"/> Other Evidence on File at DEED: <input checked="" type="checkbox"/> ESEA Consolidated Application	2103(b)(2) (B)

DEED Comments	Met Requirements
<p>The district submitted a copy of the 2022-2024 certified staff negotiated agreement, teacher evaluation, and teacher self-assessment form. The district reported new staff are assigned a seasoned mentor (\$500 stipend) who provides ongoing support and guidance. The district uses the mentor opportunity to conduct peer observations with pre and post meetings. The teacher mentor program is teacher driven and specific to whatever their needs are. The district reported this is an informal teacher-leadership pathway. It is not a systematic and/or formalized process. Certified staff complete a self-assessment which helps the district determine areas for improvement.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
II-A 7	Subgroups <input checked="" type="checkbox"/> The district activities supported with Title II, Part A funds address the needs of all subgroups of students in the district, including students with disabilities, English learners, and gifted and talented students.	Sample Sources of Evidence: <input type="checkbox"/> Professional development plan	2103(b)(2)

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
		<input checked="" type="checkbox"/> Other Evidence on File at DEED: <input checked="" type="checkbox"/> ESEA Consolidated Application	
DEED Comments		Met Requirements	
A key aspect of the Craig City School District Strategic Plan 2023-2026 is to "Develop multi-tiered systems of support (MTSS) to meet the social, emotional, and academic needs of every student in each CCSD school."		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No	
Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
II-A 8	Effectiveness <input checked="" type="checkbox"/> The district is monitoring the effectiveness of using Title II, Part A funded activities to improved teacher, principal, or other school leader effectiveness.	Sample Sources of Evidence: <input checked="" type="checkbox"/> Evaluation of activities <input type="checkbox"/> Other Evidence on File at DEED: <input checked="" type="checkbox"/> ESEA Consolidated Application	2104(a)(1)
DEED Comments		Met Requirements	
The district submitted assessment reports and reported reviewing AK STAR, NWEA MAPs, Accelerated Reader, and Math, IXL for student progress and growth.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No	
Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
II-A 9	Allowable Activities <input checked="" type="checkbox"/> The district is using Title II, Part A funds in accordance with the purpose of this title and to carry out one of more of the allowable activities under 2103(b).	Sample Sources of Evidence: <input type="checkbox"/> Professional development plan <input checked="" type="checkbox"/> Other Evidence on File at DEED: <input checked="" type="checkbox"/> ESEA Consolidated Application	2104(b)(1)(3)
DEED Comments		Met Requirements	
The district is using Title II, Part A funds in accordance with the purpose of this title. Recommendation: Develop a written professional development plan that can be reviewed and updated annually to meet the needs of the district and staff; including a timeline, a list of allowable professional development activities, and alignment with state academic standards and evidence-based practices.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No	
Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
II-A 10	Evidence-Based <input checked="" type="checkbox"/> The district implements "evidence-based" practices, activities, strategies and interventions with demonstrated evidence of effectiveness as outlined in 8101(21)(A) for Title II-A funded activities requiring an evidence base.	Sample Sources of Evidence: <input type="checkbox"/> Evidence-base documentation <input checked="" type="checkbox"/> Improved student outcomes	2103(b)(3)(D) 2103(b)(3)(E)

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
		<input checked="" type="checkbox"/> Other Evidence on File at DEED: <input checked="" type="checkbox"/> ESEA Consolidated Application	
DEED Comments		Met Requirements	
The district submitted assessment reports and reported reviewing AK STAR, NWEA MAPs, Accelerated Reader, and Math, IXL for student progress and growth. The district is implementing “evidence-based” practices, activities, strategies, and interventions with demonstrated evidence of effectiveness.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No	

Title III, Part A – English Language Acquisition and Language Enhancement

Not Applicable to the District: ☒

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
III-A 1	Identification and Exit <input type="checkbox"/> The district assesses all students who may be English learners for such status within 30 days of enrollment; and the district accurately exits eligible EL students from a Language Instruction Education Program (LIEP) within the school year they have met exit criteria using the statewide-standardized exit criteria and process.	Sample Sources of Evidence: <input type="checkbox"/> Requested samples of student records such as: <ul style="list-style-type: none"> Home Language Surveys Student screener results Student ELP Assessment scores Evidence on File at DEED: <input type="checkbox"/> Fall and Summer OASIS records	3113(b)(2)
DEED Comments		Met Requirements	
n/a		<input type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No	

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
III-A 2	Effective Language Instruction <input type="checkbox"/> Districts must use Title III funds to increase the English language proficiency of English learners by providing effective language instruction educational programs that meet the needs of English learners and demonstrate success in increasing— <ul style="list-style-type: none"> English language proficiency; and student academic achievement; 	Sample Sources of Evidence: <input type="checkbox"/> On-site observation of LIEP <input type="checkbox"/> Evidence of effective LIEP, which may include: <ul style="list-style-type: none"> Lesson plans containing differentiation strategies for ELs. Evidence on File at DEED: <input type="checkbox"/> EL Plan of Service <input type="checkbox"/> ELP Assessment Results <input type="checkbox"/> PEAKS Assessment Results <input type="checkbox"/> ESEA Application	3115(c)(1)
DEED Comments		Met Requirements	
n/a		<input type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No	

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
III-A 3	Professional Development Districts must use Title III funds to provide effective professional development for teachers and principals of ELs that is: <ul style="list-style-type: none"> <input type="checkbox"/> Designed to improve the instruction and assessment of ELs; <input type="checkbox"/> Designed to enhance the ability of teachers and principals to understand and implement curricula, assessment measures and practices, and instructional strategies for ELs; <input type="checkbox"/> Effective in increasing children’s English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of teachers of ELs; and <input type="checkbox"/> Of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in the classroom. This does not include one-day or short-term events, unless as part of a teacher’s comprehensive professional development plan that is based on a needs assessment. 	Sample Sources of Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Needs assessment <input type="checkbox"/> Professional development plan <input type="checkbox"/> Syllabus <input type="checkbox"/> Enrollment lists Evidence on File at DEED: <ul style="list-style-type: none"> <input type="checkbox"/> DEED provided PD participant lists 	3115(c)(2)(A)-(D)
DEED Comments		Met Requirements	
n/a		<input type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No	

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
III-A 4	Parent and Family Engagement <ul style="list-style-type: none"> <input type="checkbox"/> Districts are required to provide and implement effective activities and strategies that enhance or supplement language instruction educational programs for English learners, which shall include parent, family, and community engagement activities. 	Sample Sources of Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Needs assessment <input type="checkbox"/> Communication to parents <input type="checkbox"/> Sign-in sheets <input type="checkbox"/> Agendas Evidence on File at DEED: <ul style="list-style-type: none"> <input type="checkbox"/> ESEA Consolidated Application 	3115(c)(3)(A)
DEED Comments		Met Requirements	
n/a		<input type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No	

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
III-A 5	Other Allowable Activities If the district uses III-A funds for additional activities beyond those required activities specified in 3115(c), then funds must be used for one or more of the following authorized activities: <ul style="list-style-type: none"> <input type="checkbox"/> Upgrading program objectives and effective instructional strategies. <input type="checkbox"/> Improving the instructional program for English learners by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures. <input type="checkbox"/> Providing to English learners tutorials and academic or career and technical education; and intensified instruction, which may include materials in a language that the student can understand, interpreters, and translators. <input type="checkbox"/> Developing and implementing effective preschool, elementary school, or secondary school language instruction educational programs that are coordinated with other relevant programs and services. 	Sample Sources of Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Needs assessment <input type="checkbox"/> Budgets/expenses <input type="checkbox"/> Agendas <input type="checkbox"/> Course descriptions Evidence on File at DEED: <ul style="list-style-type: none"> <input type="checkbox"/> ESEA Consolidated Application 	3115(d)(1)-(9)

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
	<input type="checkbox"/> Improving the English language proficiency and academic achievement of English learners. <input type="checkbox"/> Providing community participation programs, family literacy services, and parent and family outreach and training activities to English learners and their families to improve the English language skills of English learners; and to assist parents and families in helping their children to improve their academic achievement and becoming active participants in the education of their children. <input type="checkbox"/> Improving the instruction of English learners, which may include English learners with a disability, by providing for the acquisition or development of educational technology or instructional materials; access to, and participation in, electronic networks for materials, training, and communication; and incorporation of the resources described in above into curricula and programs, such as those funded under this subpart. <input type="checkbox"/> Offering early college high school or dual or concurrent enrollment programs or courses designed to help English learners achieve success in postsecondary education. <input type="checkbox"/> Carrying out other activities that are consistent with the purposes of this section.		

DEED Comments	Met Requirements
n/a	<input type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No <input type="checkbox"/> N/A Choose an item

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
III-A 6	Supplement, Not Supplant <input type="checkbox"/> Districts are required to use Title III-A funds to supplement the level of federal, state, and local funds that, in the absence of such availability, would have been expended for programs for English learners and in no case to supplant such federal, state, and local funds. The district: <input type="checkbox"/> does not use funds to provide services that the district was required to make available under other laws; <input type="checkbox"/> does not use funds to provide services that the district provided with non-Federal funds in the prior year.	Sample Sources of Evidence: <input type="checkbox"/> Budgets and/or expenses <input type="checkbox"/> Documentation of services funded by all sources <input type="checkbox"/> Staffing list Evidence on File at DEED: <input type="checkbox"/> ESEA Application <input type="checkbox"/> EL Plan of Service	3115(g)

DEED Comments	Met Requirements
n/a	<input type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
III-A 7	Plan of Service The district has a current, approved Plan of Service for instructional programs for EL students in place and shows evidence that the district: <input type="checkbox"/> consulted with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing such program; and, if applicable, <input type="checkbox"/> coordinates activities and shares 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.	Sample Sources of Evidence: <input type="checkbox"/> Meeting minutes <input type="checkbox"/> Meeting agendas <input type="checkbox"/> Sign-in sheets <input type="checkbox"/> Communication to parents Evidence on File at DEED: <input type="checkbox"/> EL Plan of Service	3116(a) 3116(b)(4) (C)-(D)

DEED Comments	Met Requirements
n/a	<input type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
III-A 8	<p>Immigrant Grant Recipients</p> <p>The district uses Immigrant funds to serve immigrant children and youth as required by Section 3115(e), which may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children; <input type="checkbox"/> support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth; <input type="checkbox"/> provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth; <input type="checkbox"/> identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds; <input type="checkbox"/> basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services; <input type="checkbox"/> other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and <input type="checkbox"/> activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services. <p>The term “immigrant children and youth” as defined in section 3201(5) of Elementary and Secondary Education Act (ESEA), means individuals who-</p> <ul style="list-style-type: none"> • are aged 3 through 21; • were not born in any State; and • have not been attending one or more schools in any one or more States for more than 3 full academic years. <p>*An immigrant student may or may not also be EL, and an EL student may or may not also be immigrant.</p>	<p>Sample Sources of Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Needs assessment <input type="checkbox"/> Budgets and narratives <input type="checkbox"/> Purchase receipts <input type="checkbox"/> Contract agreements <input type="checkbox"/> Participant lists <input type="checkbox"/> Event agendas <input type="checkbox"/> Meeting minutes <input type="checkbox"/> Sign-in sheets <input type="checkbox"/> Communication to parents <input type="checkbox"/> Staff schedules <p>Evidence on File at DEED:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Summer OASIS records <input type="checkbox"/> Grant application 	3113(b)(2)

DEED Comments	Met Requirements
n/a	<input type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A District is not an Immigrant Grant recipient

Title IV, Part A – Student Support and Academic Enrichment

Not Applicable to the District: ☐

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
IV-A 1	Distribution of Funds The district prioritized the distribution of funds to schools with the greatest needs as determined by the district: <div> <input type="checkbox"/> May include schools with the highest percentage of children from families below the poverty level, identified for comprehensive support and improvement (CSI), implementing targeted support and improvement (TSI) plans, identified as persistently dangerous. </div>	Sample Sources of Evidence: <div> <input type="checkbox"/> Sampling of data reviewed to determine prioritization of funds <input type="checkbox"/> Documentation reflecting distribution of funds <input type="checkbox"/> Other </div>	4106 (e)(2)
DEED Comments		Met Requirements	
The district did not submit any evidence for this indicator.		<input type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input checked="" type="checkbox"/> No	

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
IV-A 2	Needs Assessment* – Districts receiving \$30,000 or more The district has conducted a comprehensive needs assessment and clearly identifies the needs for improvement of: <div> <input type="checkbox"/> Access to, and opportunities for, a well-rounded education for all students; <input type="checkbox"/> School conditions for student learning in order to create a healthy and safe school environment; and <input type="checkbox"/> Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology. </div> <i>*to occur every three years</i>	Sample Sources of Evidence: <div> <input type="checkbox"/> Assessment used <input type="checkbox"/> Documentation that contributed to the needs assessment (survey results, disciplinary records, course offerings, professional development schedules, etc.). </div>	4106(d)
DEED Comments		Met Requirements	
n/a		<input type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A District does not receive \$30,000+	

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
IV-A 3	Stakeholder Consultation The district has engaged the following mandatory stakeholders in the development of the application: <div> <input type="checkbox"/> Parent <input type="checkbox"/> Teachers <input type="checkbox"/> Principals and other school leaders <input type="checkbox"/> Specialized instructional support personnel </div>	Sample Sources of Evidence: <div> <input type="checkbox"/> Notice of meetings, agendas, attendance logs, and minutes <input type="checkbox"/> Clear and concise communications to </div>	4106(c)(1) 4106(c)(2)

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
	<input type="checkbox"/> Students <input type="checkbox"/> Community- based organizations <input type="checkbox"/> Local government representatives <input type="checkbox"/> Indian tribes or tribal organizations <input type="checkbox"/> Charter school teachers, principals, and other school leaders <input type="checkbox"/> Others with relevant and demonstrated expertise in programs and activities Continuous Stakeholder Engagement and Consultation <input type="checkbox"/> The district engaged in ongoing consultation with the stakeholders to update and improve activities supported by Title IV.	stakeholders in a format and language that they can access and understand <input type="checkbox"/> Documentation of attempted consultation <input type="checkbox"/> Documentation of how consultation and feedback was considered	
DEED Comments		Met Requirements	
The district did not submit any evidence for this indicator. Recommendation: In the future this can be accomplished by adding a IV-A discussion to the Title I consultation.		<input type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input checked="" type="checkbox"/> No	

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
IV-A 4	Programmatic Activities Districts receiving \$30,000 or more in Title IV-A funds have used a portion of such funds in each priority area to: <input type="checkbox"/> Develop and implement program and activities that support access to a well-rounded education <input type="checkbox"/> Foster safe, healthy, supportive and drug-free environments that support academic achievement <input type="checkbox"/> Improve the use of technology to improve the academic achievement, academic growth and digital literacy of all students Districts receiving less than \$30,000 in Title IV-A funds have used a portion of such funds in at least one priority area to: <input checked="" type="checkbox"/> Develop and implement program and activities that support access to a well-rounded education <input type="checkbox"/> Foster safe, healthy, supportive and drug-free environments that support academic achievement <input checked="" type="checkbox"/> Improve the use of technology to improve the academic achievement, academic growth and digital literacy of all students	Sample Sources of Evidence: <input checked="" type="checkbox"/> Special programs <input type="checkbox"/> New / expanded course offerings <input checked="" type="checkbox"/> Curriculum development <input type="checkbox"/> Content alignment to standards <input type="checkbox"/> Field trips <input type="checkbox"/> Lesson plans <input type="checkbox"/> Training provided to district staff <input type="checkbox"/> Other	4107, 4108, 4109, 4106(f)
DEED Comments		Met Requirements	
A job description for improved use of technology was included. Special educational activities were provided.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No	

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
IV-A 5	Use of Funds <input checked="" type="checkbox"/> District demonstrates that no more than 2% of Title IV-A funds are used for direct administration Use of Funds - \$30,000 or more Districts receiving \$30,000 or more demonstrate that not less than 20% of funds are to: <input type="checkbox"/> Support well-rounded educational opportunities <input type="checkbox"/> Implement activities to support safe and healthy students	Sample Sources of Evidence: <input type="checkbox"/> Ledgers <input checked="" type="checkbox"/> Budget reports <input type="checkbox"/> Other reflections of expenditures and/or anticipated expenditures	4107, 4108, 4109, 4106(f) 4105(c)

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
	District demonstrates that at least a portion of Title IV-A funds are used to: <input type="checkbox"/> Implement activities to support the effective use of technology (<i>LEAs shall not use more than 15 percent of Title IV-A funds in this areas for the purchase of technology infrastructure (hardware / software).</i>)	<input type="checkbox"/> separated out by priority area <input type="checkbox"/> Other	
DEED Comments		Met Requirements	
The district demonstrated that they do not exceed the 2% limit for direct administration.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No	
Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
IV-A 6	Progress toward meeting goals and objectives Districts periodically evaluate the effectiveness of programming: <input checked="" type="checkbox"/> Progress toward meeting stated Objectives/Outcomes	Sample Sources of Evidence: <input type="checkbox"/> Evaluation plan <input type="checkbox"/> Student survey results <input type="checkbox"/> Staff surveys results <input checked="" type="checkbox"/> Data <input type="checkbox"/> Other	4105(c)
DEED Comments		Met Requirements	
Graduation rates were submitted. Recommendation: Results from specific funded activities could be included to better address this measure.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No	

District: Craig City Schools
District Staff: Chris Reitan
 Maria Riedel

Date: 1/31/2024
DEED Staff: Adrienne Schwartz

Education for Homeless Children & Youth – McKinney-Vento Homeless Assistance Act All School Districts

Not Applicable to the District: ☐

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
MK-V 1	District Policies and Practices <input checked="" type="checkbox"/> reviews and revises policies and practices to ensure they do not act as barriers to the identification or enrollment of homeless children and youth, including: <ul style="list-style-type: none"> enrollment of the homeless children or youth in the school of origin or in the attendance area of the current living situation, according to the best interest of the child; enrollment and retention of homeless children and youth regardless of outstanding fees or fines or absences; immediate enrollment of the homeless child or youth, even if unable to produce records normally required for enrollment, or have missed application or enrollment deadlines during any period of homelessness; <ul style="list-style-type: none"> contact the school last attended by the child or youth to obtain relevant academic and other records, and assist in obtaining necessary immunizations or screenings, or immunization or other required health records; <input type="checkbox"/> has procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youths, that provides for immediate enrollment of homeless students pending final resolution of the dispute and a written explanation in a manner understandable to a parent, guardian, or unaccompanied youth, as to the reason for the placement dispute and information regarding the right to appeal; <input checked="" type="checkbox"/> has procedures that ensure that homeless children and youth: <ul style="list-style-type: none"> have access to public preschool programs as provided to other children; receive appropriate credit for full or partial coursework completed while attending a prior school; if dropped out, are accorded equal access to appropriate secondary education and support services; if they meet the relevant eligibility criteria, do not face barriers to accessing academic and extracurricular activities; receive assistance from counselors to advise such youth, and prepare and improve the readiness for college are provided comparable services to other students in the school, including transportation, educational services, programs for career & technical education, gifted and talented students, and nutrition programs; <input checked="" type="checkbox"/> coordinates with social services agencies and other entities providing services to homeless children and youths and their families; and <input checked="" type="checkbox"/> ensures that transportation to the school of origin is provided, if applicable.	Sample Sources of Evidence: <input checked="" type="checkbox"/> Copy of policies <input type="checkbox"/> Transportation schedules <input checked="" type="checkbox"/> Memorandums of Agreement <input type="checkbox"/> Dispute Resolution Policy and Log <input type="checkbox"/> Interviews with staff <input checked="" type="checkbox"/> Other Evidence on File at DEED: <input checked="" type="checkbox"/> ESEA District Plan	722(g)(1)(F) 722(g)(1)(K) 722(g)(3-7)
DEED Comments		Met Requirements	
The district submitted board policies related to Homeless Children and Youth, training agenda and sign-in sheets, MOU with OCS, and pictures of NCHE posters in schools. During the meeting, the district reported that board policies are reviewed on a regular cycle, training is provided to staff, and transportation is provided as needed to/from school, to local		<input type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input checked="" type="checkbox"/> No	

DEED Comments	Met Requirements
community churches (provide food), and to shop for essential items. The district also reported providing food boxes, clothing, supplies, and hygiene bags to identified homeless children and youth, as well as access to locker room showers. The district's homeless liaison communicates regularly with school staff to make accurate determinations on the status of homeless children and youth and ensure immediate enrollment, supports, and services are provided without barriers. The district must submit a dispute resolution policy and/or procedure to satisfy this indicator.	

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
MK-V 2	<p>Local Homeless Liaison</p> <p>The district has identified a homeless liaison and the liaison ensures that:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> homeless children and youths are identified by school personnel through outreach and coordination activities with other entities and agencies; <input checked="" type="checkbox"/> homeless children and youths are enrolled in, and have a full and equal opportunity to succeed in, schools of that LEA; <input checked="" type="checkbox"/> homeless families and homeless children and youths have access to and receive educational services for which such families, children, and youths are eligible, including services through Head Start programs (including Early Head Start programs), early intervention services under part C of IDEA, and other preschool programs administered by the LEA; <input checked="" type="checkbox"/> 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; <input checked="" type="checkbox"/> the parents or guardians of homeless children and youths are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children; <input checked="" type="checkbox"/> 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; <input checked="" type="checkbox"/> enrollment disputes are mediated; <input checked="" type="checkbox"/> the parent or guardian of a homeless child or youth, and any unaccompanied youth, is fully informed of all transportation services, including transportation to the school of origin, and is assisted in accessing transportation to the school that is selected; <input checked="" type="checkbox"/> school personnel providing services under this subtitle receive professional development and other support; and <input checked="" type="checkbox"/> unaccompanied youths— <ul style="list-style-type: none"> • are enrolled in school; • have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and • are informed of their status as independent students under section 480 of the Higher Education Act and that the youths may obtain assistance from the LEA liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid. 	<p>Sample Sources of Evidence:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Copy of policies <input type="checkbox"/> Transportation schedules <input checked="" type="checkbox"/> Training agendas, notes, sign-in sheets <input checked="" type="checkbox"/> Posters in school <input type="checkbox"/> Interviews with staff <input checked="" type="checkbox"/> Other <p>Evidence on File at DEED:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> ESEA District Plan 	722(g)(6)

DEED Comments	Met Requirements
The district submitted board policies related to Homeless Children and Youth, evidence of homeless training, a copy of their MOU with OCS, and pictures of posters. During the meeting, the district reported that board policies are reviewed on a regular cycle and ongoing collaboration with community partners (SEARHC, Community Connections, and the Food Bank) is taking place. The district also reported providing transportation, services/supports/supplies to identified homeless children and youth, posting public notices	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No

DEED Comments	Met Requirements
of the educational rights of homeless children and youth, provision of food, clothing, supplies, and hygiene items as needed.	

Subgrantees Only

Not Applicable to the District: ☒

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
MK-V 3	Needs Assessment <input type="checkbox"/> The district has conducted an assessment of educational and related needs of homeless children and youths in the area served.	Sample Sources of Evidence: <input type="checkbox"/> Survey <input type="checkbox"/> Student records/IEPs <input type="checkbox"/> Meeting notes <input type="checkbox"/> Other	723(b)(1)
DEED Comments		Met Requirements	
n/a		<input type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No	

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
MK-V 4	Services and Programs Implementation <input type="checkbox"/> The district has implemented services and programs as approved in their application to address the needs identified.	Sample Sources of Evidence: <input type="checkbox"/> Meeting sign-up sheets, minutes etc. <input type="checkbox"/> LEA/facility policies/MOAs <input type="checkbox"/> Information/training packets <input type="checkbox"/> Individual transitional/education plans <input type="checkbox"/> Other	723(b)(2)
DEED Comments		Met Requirements	
n/a		<input type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No	

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
MK-V 5	Prevention of Isolation and Stigmatization <input type="checkbox"/> The district has policies and procedures in place to ensure that activities supported with these funds do not isolate or stigmatize homeless children and youth.	Sample Sources of Evidence: <input type="checkbox"/> Policies/procedures <input type="checkbox"/> Staff memos <input type="checkbox"/> Other	723(b)(3)
DEED Comments		Met Requirements	
n/a		<input type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No	

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
MK-V 6	Use of Funds The district uses these funds for one or more of the following authorized activities (check all that apply): <ul style="list-style-type: none"> <input type="checkbox"/> Tutoring, supplemental instruction, and enriched educational services. <input type="checkbox"/> Expedited evaluations of the strengths and needs of homeless children and youths, including needs and eligibility for programs and services. <input type="checkbox"/> Professional development and other activities for educators and specialized instructional support personnel that are designed to heighten the understanding and sensitivity of such personnel. <input type="checkbox"/> Referral services to homeless children and youths for medical, dental, mental, and other health services. <input type="checkbox"/> Defray the excess cost of transportation to school of origin. <input type="checkbox"/> Developmentally appropriate early childhood education programs. <input type="checkbox"/> Services and assistance to attract, engage, and retain homeless children and youths. <input type="checkbox"/> Before- and after-school, mentoring, and summer programs. <input type="checkbox"/> Payment of fees and other costs associated with tracking, obtaining, and transferring records necessary to enroll homeless children and youths in school. <input type="checkbox"/> Education and training to the parents and guardians of homeless children and youths about the rights of, and resources available to, such children and youths, and other activities designed to increase the meaningful involvement of parents and guardians of homeless children and youths in the education of such children and youths. <input type="checkbox"/> Development of coordination between schools and agencies providing services to homeless children and youths. <input type="checkbox"/> Specialized instructional support services (including violence prevention counseling) and referrals. <input type="checkbox"/> Activities to address the particular needs of homeless children and youths that may arise from domestic violence and parental mental health or substance abuse problems. <input type="checkbox"/> Adaptation of space and purchase of supplies for any non-school facilities to provide services. <input type="checkbox"/> School supplies, including those supplies to be distributed at shelters or temporary housing facilities, or other appropriate locations. <input type="checkbox"/> Other extraordinary or emergency assistance needed to enable homeless children and youths to attend school and participate fully in school activities. 	Sample Sources of Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Budgets <input type="checkbox"/> Program records <input type="checkbox"/> Other 	723(d)(1-16)

DEED Comments	Met Requirements
n/a	<input type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
MK-V 7	Coordination The district coordinates with families, schools, community members and other local and/or State agencies that serve homeless children and youth as stated in the approved application.	Sample Sources of Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> MOAs <input type="checkbox"/> Meeting notes <input type="checkbox"/> Letters/notices <input type="checkbox"/> Other 	722(g)(5)

DEED Comments	Met Requirements
n/a	<input type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
MK-V 8	Evaluation and Data <input type="checkbox"/> The district has identified measurable objectives and evaluates the program annually to determine the effectiveness of the project. <input type="checkbox"/> The district has collected and promptly provided all data requested by DEED.	Sample Sources of Evidence: <input type="checkbox"/> MK-V Application <input type="checkbox"/> MK-V Data collection form	723(c)(3)(E) 723(b)(6)
DEED Comments		Met Requirements	
n/a		<input type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No	

Fiscal Requirements

All Title Programs

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
FR-1	Time and Effort Documentation <input checked="" type="checkbox"/> The district charges to federal awards for salaries and wages must be based on records that accurately reflect the work performed. These records must be supported by a system of internal controls which provide reasonable assurance that the charges are accurate, allowable, and properly allocated.	Sample Sources of Evidence: <input checked="" type="checkbox"/> Time and effort documentation for employee(s) identified in budget filed with DEED for each applicable Title Program. Individual(s) to be sampled determined by DEED. <input type="checkbox"/> Policies and procedures for district’s time and effort system – documentation should include description of the controls designed to ensure accurate, allowable, and allocable personnel charges for Federal Programs.	2 C.F.R. Part 200, Subpart E, §200.430(i)
DEED Comments		Met Requirements	
A schedule was submitted for requested employees. 100% of their time would be allocable to ESEA, but the amount of the staff’s time budgeted to the grant is determined based on available funding.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No	
Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
FR-2	Procurement Procedures <input checked="" type="checkbox"/> The district has documented procurement procedures, which reflect applicable state, local, and tribal laws and regulations, provided that the procurements conform to applicable federal law and the standards identified in this part.	Sample Sources of Evidence: <input checked="" type="checkbox"/> Procurement manual or other documented procurement procedures. <input checked="" type="checkbox"/> If not included in procurement manual or other documented procurement procedures, written standards of conduct	2 C.F.R. Part 200, Subpart D, §200.318(a)

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
		covering conflicts of interest. <input type="checkbox"/> Documentation of policies and procedures intended to prevent contracting with suspended or debarred parties.	

DEED Comments	Met Requirements
The district has procurement procedures which reflect applicable Federal, State, and local laws and regulations. The district goes through a formalized process to procure items over a certain dollar threshold, though the district typically only purchases supplies and materials (small dollar amounts) with ESEA funds. The district's procurement procedures contain written standards covering conflict of interest. The district ensures full and open competition when conducting procurement transactions.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
FR-3	Allowable Costs <input checked="" type="checkbox"/> The district has written procedures for determining the allowability of costs in accordance with subpart E of the Uniform Grant Guidance and the terms and conditions of the Federal award. An LEA can only use program funds for allowable costs, as defined in the Uniform Administrative Requirements, Cost Principles, and Audit Requirements (2 C.F.R. §200), which include, among other things, the requirement that costs be reasonable and necessary for the accomplishment of program objectives.	Sample Sources of Evidence: <input checked="" type="checkbox"/> Written procedures for determining allowability of costs (or other documented descriptions of fiscal controls). <input checked="" type="checkbox"/> Documented procedures for formation of program budgets (or other descriptions of the process).	2 C.F.R. Part 200, Subpart D, 200.302; Subpart E 200.403-408

DEED Comments	Met Requirements
The district typically keeps ESEA budgets consistent from year to year. There is an Administration Collaboration meeting to incorporate input from school leaders during the budget preparation process for the covered programs. Throughout the year the budget revisions are typically just adjusting budget amounts. The Superintendent is responsible for determining if a cost is reasonable, necessary, or allocable. The Business Manager is responsible for verifying the budget aligns with the ledger.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
FR-4	Equipment and Supplies Management <input checked="" type="checkbox"/> The district has procedures for managing equipment (including replacement equipment), whether acquired in whole or in part under a federal award, until disposition takes place.	Sample Sources of Evidence: <input checked="" type="checkbox"/> Equipment and Supplies Management manuals, handbooks, SOPs, etc.	2 C.F.R. Part 200, Subpart D, §200.313(d)

Indicator	Program Requirement	Supporting Documents and Resources	Statutes & Regulations
		<input type="checkbox"/> Most recent inventory of equipment and supplies purchased with program funds. <input checked="" type="checkbox"/> Policies for managing access and use of equipment and supplies. <input checked="" type="checkbox"/> Policies for conducting physical inventories and reconciliations. <input checked="" type="checkbox"/> Policies for disposition of equipment and supplies purchased using program funds. <input checked="" type="checkbox"/> Documented policies regarding access, storage, and use of technology items purchased using Federal funds.	
DEED Comments		Met Requirements	
<p>The district has board policies for managing equipment. A physical inventory is performed, and results are reconciled with the main property records. Equipment is protected from loss, damage, or theft. There is a process for disposing of equipment and supplies. The district has documented policies regarding access, storage, and use of technology purchased using Federal funds. The district has a Parent & Student Laptop contract and a Technology Checkout & Guidelines (PACE Statewide Correspondence School).</p>		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Yes, with recommendations <input type="checkbox"/> No	