



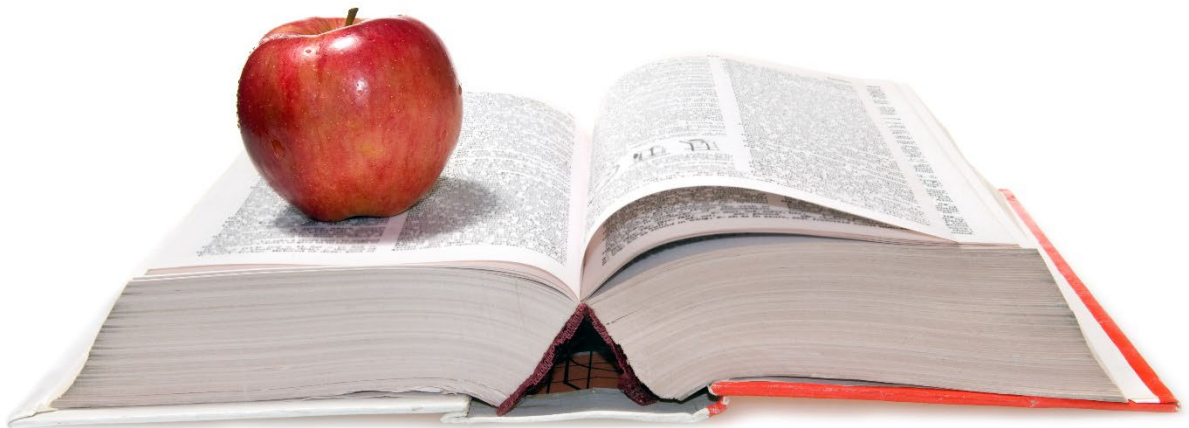
**south dakota**  
DEPARTMENT OF EDUCATION  
Learning. Leadership. Service.

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# TITLE PROGRAMS TECHNICAL SUPPORT HANDBOOK

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ESEA/ESSA



SD DEPARTMENT OF EDUCATION  
Revised Fall 2022

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605-773-6400

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## Reporting & Notification Requirements

<p><b>Individual Student Results</b> <b>Section 1112(e)(1)(B)(i)</b></p> <p>Parents must be provided results as soon as practicably possible when results are available.</p>	<p>The South Dakota Department of Education recommends that districts determine the best way to communicate individual student level results with parents/guardians.</p> <p>Individual student results must be disseminated in a method that ensures all parents/guardians receive the results and in an understandable format.</p>
<p><b>State, District, School and NAEP Report Cards</b></p> <p>Assessment (All Students) and Accountability (Full Academic Year) data for the most recent school year to include:</p> <ul style="list-style-type: none"> <li>• South Dakota State Assessment Data*</li> <li>• MSAA (alternate assessment) data*</li> <li>• NAEP data for State of South Dakota**</li> <li>• Graduation data</li> <li>• CTE data</li> </ul> <p>NOTE: This applies to <b>all</b> schools in districts that receive federal funds under the Elementary and Secondary Education Act.</p> <p><b>This is not just a Title I requirement.</b></p> <p>**NAEP data is from 2019. 2022 data will be available Fall 2022.</p> <p>Please see the DOE website for further information: <a href="http://doe.sd.gov/Assessment/">http://doe.sd.gov/Assessment/</a>.</p> <p>Call 605.773.6400 for the Title I office or the Assessment/Accountability office at 605.773.3246</p>	<p>Districts must ensure that the public, including all parents and teachers, have been given access to Report Card information by, at a minimum, placing it on the LEA website. (Section 1111 (h)(2)(B)(iii))</p> <p>Districts must ensure that all parents have been given access to Report Card information and be able to document it. All the State, District and School information required to be disseminated is available in the Report Card produced by the South Dakota Department of Education.</p> <p>An LEA may use its regular method of communicating with parents/guardians to meet the dissemination requirement as long as it provides information to all parents/guardians. A complete printed copy should be retained at the main office of each LEA and be made available to the public. NOTE: A printed copy does not need to be retained at the main office, but IF a parent or stakeholder would like a copy, the district can print individual pages from the website.</p>
<p><b>Parents Right to Know: Qualifications, Testing Transparency and Language Instruction</b></p>	
<p><b>Parents Right to Know Qualifications Notification</b> <b>1112(e)(1)(A)(i) &amp; (ii)</b></p> <p><b>Sample Notification</b></p>	<p>Notification is to be sent to parents as soon as possible. Back-to-school newsletters, newspapers, handbook etc.</p> <p><b>What do I know about my child's teacher?</b> The Elementary and Secondary Education Act (ESEA) federal education law requires that all parents in a Title I school be notified and given the opportunity to request information about the professional qualifications of classroom teachers instructing their child. Parents may also request information about the qualifications of paraprofessionals if such services are provided to their child. If you are interested in this information, you may send your request to the building principal who will provide a response.</p>

<b>Targeted Assistance Schools</b>	
Spring / Fall	Identify students eligible for Title I services (student needs assessment, ranking process).
Beginning of School year	Inform parents that their child is eligible for Title I services. The school does not have to have written permission to provide services.
Throughout school year	Title I teacher provides parents with Title I progress reports at the same time as the general education reports are distributed (at least quarterly).
Fall and ongoing	Code students receiving Title I services as Title I students in Infinite Campus or SIMS.
Fall	If poverty of a school is 40% or higher, a Targeted Assistance Title I School is automatically eligible to change services from a targeted to a schoolwide program the following school year. If poverty is below 40%, schools are eligible to apply for a waiver from SD DOE to become a schoolwide program. Contact SD DOE staff for assistance.

<b>Schoolwide Schools</b>	
Fall/Spring	Current Schoolwide(SW) programs review and revise SW plan
Spring	Schoolwide Schools. Evaluate the effectiveness of the Schoolwide Title I program. Consult with parents to advise the design of the Title I program for the upcoming year.
Spring	Revise Schoolwide Plan as necessary for upload to the Grants Management System (GMS) once open.
2022-2023	All current schoolwide programs should have completed a full Comprehensive Needs Assessment (CNA) using the SD DOE approved process or another process that reviews the same components prior to the start of this school year. For those that have not, the Title Office will work with the schools to ensure they are on track to complete one. A CNA must be done once every five years.  The information from the CNA process must be used to update all components in the schoolwide plan template prior to upload in the GMS.

## Common Acronyms found in Education

<b>Acronym</b>	<b>Formal Name</b>
21CCLC	Nita M Lowey 21st Century Community Learning Centers
ADA	Americans with Disabilities Act
ARP	American Rescue Plan (ESSER III)
ARP-HCY	American Rescue Plan Homeless Children and Youth
BIA	Bureau of Indian Affairs
BIE	Bureau of Indian Education
CANS	Child and Adult Nutrition Services
CARES Act	Coronavirus Aid, Relief, and Economic Security Act (Covers ESSER I, GEER and CRF)
CCSSO	Council of Chief State School Officers
CEP	Community Eligibility Provision - Lunch Program
CNA	Comprehensive Needs Assessment
COB	Close of Business
COE	Certificate of Eligibility for Migrant Program
COP	Committee of Practitioners
CRF	Coronavirus Relief Fund
CRRSA	Coronavirus Response and Relief Supplemental Appropriations Act (ESSER II)
CSI	Comprehensive Support and Improvement
CSPR	Consolidated State Performance Report
CTE	Career and Technical Education
DCCSS	Division of College, Career, and Student Success
DLI	Division of Learning and Instruction
DLA	Department of Legislative Audit
EANS	Emergency Assistance to Non-Public Schools
EC	Early Childhood
EDGAR	Education Department General Administrative Regulations
EEOA	Equal Educational Opportunities Act
ELD	English Language Development
EL	English Learner
ELP	English Language Proficiency
ENL	English as a New Language
ERIC	Educational Resources and Information Center
ESEA	The Elementary and Secondary Education Act
ESL	English as a Second Language
ESSA	Every Student Succeeds Act
ESSER	Elementary and Secondary Emergency Relief Fund
ESY	Extended School Year
FAY	Full Academic Year
FERPA	Family Educational Rights and Privacy Act
FTE	Full Time Equivalent
FY	Fiscal Year
GAO	Government Accountability Office
GAN	Grant Award Notification

GED	General Educational Development
GEER	Governor's Emergency Education Relief Fund
GEPA	General Education Provisions Act
GMS	Grant Management System
GY	Grant Year
HLS	Home Language Survey
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
IHE	Institution of Higher Education
KWL	Know, Want to Know, Learned
LAP	Language Acquisition Plan
Lau	Another name for EL Handbook (Lau Plan) all LEAs are required to develop; Name for plaintiff in a 1974 Supreme Court case concerning English Learners
LEA	Local Education Authority
LEP	Limited English Proficient (replaced with EL)
MCL	Mass Customized Learning
MEP	Migrant Education Program
ML	Multilingual Learner
MOE	Maintenance of Effort
MOU	Memorandum of Understanding
MSIX	Migrant Student Information Exchange
MTSS	Multi-Tiered System of Support
M-V	McKinney-Vento (Homeless)
N or D	Neglected or Delinquent
NAEP	National Assessment of Educational Progress
NCLB	No Child Left Behind (Replaced in 2015 with ESSA)
NSLP	National School Lunch Program
OCR	Office of Civil Rights
OESE	Office of Elementary and Secondary Education
OIG	Office of Inspector General
OMB	Office of Management and Budget
OSEP	Office of Special Education Programs
OST	Out of School Time
PBIS	Positive Behavioral Interventions and Supports
PLC	Professional Learning Community
POC	Point of Contact
PRF	Personnel Record Form
RtI	Response to Intervention
SD ELA	South Dakota English Language Arts State Assessment
SD Math	South Dakota Mathematics State Assessment
SD Science	South Dakota Science State Assessment
SDDOE	South Dakota Department of Education
SDSTARS	South Dakota's Student Teacher Accountability Reporting System
SEA	State Education Authority
SEL	Social Emotional Learning

SIG	School Improvement Grant
SLDS	State Longitudinal Data System
SOO	School of Origin
SPED	Special Education
SSAE	Student Support and Academic Enrichment (Title IV, Part A)
SSF	School Success Facilitator
STEAM	Science, Technology, Engineering, Arts, and Math
STEM	Science, Technology, Engineering, and Math
SW	Schoolwide Title I Program
SY	School Year
TA	Targeted Assistance Title I Program
TSI	Targeted Support and Improvement
UGG	Uniform Grant Guidance
US ED	United States Department of Education
WIDA	World-Class Instructional Design and Assessment

## **SD Department of Education Title Programs Review Checklist**

This checklist is used by Title Program Representative when conducting parts of the review process and may be modified to reflect the different levels of reviews



## South Dakota Department of Education Title Programs Review Checklist: 2022-2023

This checklist is organized by the order items are addressed in the Elementary and Secondary Education Act and is completed by the assigned Education Specialist in the Title Office. During a review, a checkmark will be added in the Uploaded/Completed column if the documentation is available on either SharePoint, through the GMS or through the interview process. District level requirements are marked with an asterisk. A diamond symbol “✧” indicates a written document is also required. If the documentation is not available or needs revision, comments will be included.

<b>District:</b>	<b>Reviewer:</b>
<b>School(s):</b>	
<b>Date Reviewed</b>	<b>Date Complete:</b>

### Required Documentation/Information

Document Name	Uploaded or Completed	Reviewed: Needs Revisions	Reviewed: Requirements met	Item not found	NA	Comments
1) Assessment/Accountability Reporting - Report Cards for SEA, LEAs and schools.*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Citation: Sections 1111(b)(2) (Assessment), 1111(h)(1)(A) (SEA RC) & 1111(h)(2)(B)(iii)(I) (LEA RC); Annually, DOE provides reminders to do this and what must be reported to the public. <b>To be compliant, Report Cards must be posted on district website.</b>						
2) Student Assessment Reports (Description of how and when individual test results were distributed)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Citation: Sections 1111(b)(2) & 1112(e)(2)(B)(i) Annually, DOE provides the superintendent a reminder to do this and what must be reported to each parent/guardian.						
3) Consolidated Application*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Date Submitted: Date Final:
Citation: Section 1112 (a)(2) & Section 8305 (a)(1); All LEAs applying for federal funds must submit a consolidated application for such funds in a substantially approvable format no later than September 30 of each fiscal year.						

Document Name	Uploaded or Completed	Reviewed: Needs Revisions	Reviewed: Requirements met	Item not found	NA	Comments
4) LEA Plan* ✧	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Citation: Section 1112 (b)(1-13); Plan must be uploaded into GMS. It will be reviewed annually and revised as needed.						
5) Foster Care Transportation* ✧	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Citation: Section 1112 (c)(5)(B) A written transportation plan must be uploaded into SharePoint.						
6) Parents' Right to Know - Teacher and Paraprofessional qualifications Statement* ✧	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Citation: Sections 1112(e)(1)(B)(ii); This document/statement must be distributed to ALL parents of students attending a school that receives funds under a Title program.						
7) Parents' Right to Know – Testing Transparency* ✧	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Citation: Sections 1112(e)(2); This information must be posted, at a minimum, on the LEA website and be easy to find and access.						
8) Parents' Right to Know – Language Instruction (if applicable)* ✧	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Citation: Sections 1112(e)(3)(A)(i-viii); Appropriate notifications must be sent to parents of EL students within the 30-day timeline and must include all required components.						
9) School Wide Plan(s) (if applicable) ✧	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Citation: Section 1114; Schoolwide plans must be monitored regularly and revised as necessary. Each year each school must upload their current plan to the GMS system.						

10) Targeted Assistance Forms (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Citation: Section 1115; Samples that show documentation of how eligible TA students are determined and rank-ordered.						
11) District Level Parent Engagement Policy/Plan* ✧	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Citation: 1116(a)(2); The Policy/Plan should not be a restatement of the law. The Plan must describe actions taken by school district, not the school. The plan must be written from the district perspective and contain all the required elements.						
12) School Level Parent Engagement Policy/Plan for each Title I School ✧	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Citation: 1116 (b) and (c); The Policy/Plan should not be a restatement of the law. The Plan must describe actions taken by the school and must be written in family appropriate language and must contain all the required elements.						
13) School-Parent Compact ✧	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Citation: 1116(d) The Compact should not be a restatement of the law. The Compact is primarily an agreement of the actions to be undertaken by the school and must be written in family appropriate language and must contain all the required elements.						
14) LEA Affirmation of Consultation for Private Schools (if applicable)* ✧	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Citation: Section 1117 (a)(1)(A) and 1117 (b); Documentation must be upload to the GMS system and indicate that the LEA is consulting with the private school(s) on a regular basis.						
15) Coordination Requirements* ✧	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Citation: Section 1119 District coordinating with Head Start - Five activities must be included in the agreement to provide adequate coordination and a signed agreement must be uploaded to GMS.						
16) Rights of Homeless Students Policy (McKinney-Vento)* ✧	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Title VII Part B of M-V 42 U.S.C.11431 et seq or Title IX Part A ESEA Sample policy was provided.						

17) Dispute resolution procedure pertaining to homelessness eligibility and school of origin (McKinney-Vento)* ✧	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Title VII Part B of M-V 42 U.S.C.11431 et seq or Title IX Part A ESEA						
18) Tribal Consultation (if applicable)* ✧	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Citation: Section 8538 (a) & (b); Consultation form(s) will be uploaded into the GMS annually.						
19) Home Language Survey (HLS)* ✧	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
20) ESL Core Program Narrative*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
21) EL/Lau Plan (if applicable)* ✧	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Addition Title Program Information for Title II Part A, Title IV Part A and Title V Part B Subpart 1-REAP</b> <b>This information may be obtained during interviews or through email conversations.</b>	
<b>Document Name</b>	<b>Comments:</b>
22) Title II	
The district should be able to explain how Title II funds are being used to support professional development activities, teacher quality, and/or class size reduction.	

23) Title IV, Part A	
<p>The district should be able to explain how funds are being used to improve academic improvement through:</p> <ol style="list-style-type: none"> <li>1. Access to a well-rounded education</li> <li>2. Improving school conditions for student learning (safe and healthy schools)</li> <li>3. Improving the use of technology in order to improve the academic achievement and digital literacy of all students</li> </ol>	
24) REAP	
<p>District should be able to explain how funds are being used to support, if applicable:</p> <ol style="list-style-type: none"> <li>a. Title I, Part A</li> <li>b. Title II, Part A – Professional development</li> <li>c. Title II, Part A – Teacher Quality</li> <li>d. Title II, Part A – Class Size Reduction</li> <li>e. Title III – English Learners</li> <li>f. Title IV Part B – 21<sup>st</sup> CCLC</li> <li>g. Title IV, Part A – Well Rounded Education</li> <li>h. Title IV, Part A – Safe and Healthy Schools</li> <li>i. Title IV, Part A – Effective Use of Technology</li> </ol>	

<b>Additional Program Information</b>	
<b>Document Name</b>	<b>Comments</b>
25) Title III/EL Contact*	
The district must ensure the appropriate contact person be listed in the GMS and the State Educational Directory.	
26) McKinney-Vento Contact*	
The district must ensure the appropriate contact person be listed in the GMS and the State Educational Directory.	
27) Migrant Contact*	
The district must ensure the appropriate contact person be listed in the GMS and the State Educational Directory.	

Notes/Thoughts/Questions

## Guiding Questions to ask when going Schoolwide or revising the existing SW plan

### Component 1: CNA –

1. How does your needs assessment integrate current school year quantitative and qualitative data?
2. How does your needs assessment give an accurate and thorough view of the entire school?
3. What subjects, grade levels, and programs are the strongest and weakest?
4. How does the school focus on the academic progress of English language learners?
5. To what extent are discipline issues impacting students?
6. What is the level of family and the community support at the school?
7. What does the data say about the success of students transitioning into and out of your school?
8. How have you identified any areas of concern from the following within your needs assessment:
  - a. Family Engagement
  - b. Transitions Between Grades and/or Schools
  - c. Technology
  - d. Professional Development
  - e. Schoolwide Tiered Models of Instruction
  - f. Behavior and Discipline
  - g. Well Rounded Education
  - h. Secondary Education Program Needs

### Component 2:

1. How does the plan support the most at-risk students in the school?
2. What strategies and programs will we use to help at-risk students remain or get back on track?
3. What is the school doing to help students in danger of dropping out or falling behind on mastery of a key skill?
4. Does the plan ensure the school meets students' academic and non-academic needs?
5. Does the plan provide opportunities for students both ahead of and behind grade level?

### Component 3:

Does the plan's schoolwide reform:

1. Consider a well-rounded education ESSA Section: 8102 (52). What about literacy, science, government, engineering, the arts, and mathematics?
  2. Improve transitions between grades and/or schools?
  3. Enrich and accelerate curriculum?
  4. Include specific ways in which the school will reach each level of reform?
  5. Did you address staffing plans and hires, professional development strategies, and schoolwide goals?
  6. Outline the strategies that you will use to improve academics for all students?
  7. Did you outline how you will increase the amount and quality of learning using specific programs, activities, and courses?
  8. Does the plan incorporate a wide range of strategies, programs, and activities, including:
-



- a. Counseling and mental health support
- b. College and career readiness
- c. Tiered behavioral support
- d. AP & International Baccalaureate courses
- e. Preschool transition support
- f. Professional development for staff
- g. Intensive academic support to students

**Component 4:**

1. How will the school address the well-rounded aspect of student education?
2. Do the reform strategies address the needs through any of the following? If so, how?
  - a. Social-Emotional interventions
  - b. Preparation for and awareness of opportunities for post-secondary education and the workforce
  - c. Schoolwide tiered model to prevent and address problem behaviors
  - d. Professional development opportunities
  - e. Pre-school transition activities/strategies
  - f. Consolidation of funds

**Funding Questions:**

1. How will the school leverage allowable combined funds to improve the schoolwide plan?
  2. How will it make the most of available staff at the school and district to maximize the positive impact of the plan?
  3. How does the plan combine funds to connect the reform strategies developed?
  4. Does the plan outline how the school will combine funds, and how the school will meet the intents and purposes of each program?
  5. Does the plan outline how funds from Title I, Part A and other federal education programs will be used to help the school meet the statutory requirements of the programs?
  6. Does the plan include the total amount of funds for each program?
  7. If a CSI/TSI school:
    - a. Does the plan include school improvement funds?
    - b. How are schoolwide funds being leveraged to support school improvement efforts?
-

## Annual Review of Schoolwide Plans

Schoolwide Plan General Checks/Corrections that need to be made annually:

- Remove dates that are not relevant to document.
  - a. Past school years or dates of adoption.
- Remove references to Smarter Balanced or DakotaStep testing and replace with new terminology.
  - a. New terminology is:
    - i. South Dakota English Language Arts Assessment (SD-ELA)
    - ii. South Dakota Math Assessment(SD-MATH)
    - iii. South Dakota Science Assessment (SD-SCI)
- Remove any references to NCLB;
  - a. Replace with either the Elementary and Secondary Education Act (ESEA) or the Every Student Succeeds Act of 2015 (ESSA).
- Remove any specific names from narrative questions. Use generic titles such as Kindergarten Teacher, Math Interventionist or Title I Intervention Teacher instead.
- Remove references to Common Core. Should refer to state standards instead.
- Remove headings and titles that are holdovers from NCLB Schoolwide Plan and ensure that information in the plan addresses one of the four new components in the correct section of the new template.
  - a. Program Development
  - b. Comprehensive Needs Assessment
  - c. Goals, Objectives, and Strategies
  - d. Instruction by Highly Qualified Staff
  - e. Professional Development
  - f. Parent Involvement and Education
  - g. Coordination and Transition
  - h. Monitoring and Support
  - i. Fiscal Requirements
  - j. Ongoing Program Development
- Remove references to Highly Qualified teachers and replace with new terminology.
  - a. New terminology is:
    - i. State certified in the area a teacher is assigned to teach.

In general, be sure the Schoolwide Plan reflects what is being doing in the school for the educational program. If students are still being identified, pulled out of classes on a regular basis, or there is still a designated Title I teacher that sees specific students every day, the program is more of a Targeted Assistance program and needs to be updated.

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## Section 1115 Targeted Assistance Schools

This section of ESEA allows schools that are eligible to receive funds but are not eligible for a schoolwide program or have not received a waiver, to operate a Targeted Assistance program in the school. The section includes methods that may be used, along with assurances the school must give to the LEA. The main component of this type of program is that eligible children must be identified for participation by using multiple, educationally related, objective criteria established by the LEA. The term “targeted assistance” signifies that the services are provided to a select group of children--those identified as failing, or most at risk of failing, to meet the challenging State academic standards--rather than for overall school improvement. There are also rules regarding children who may automatically qualify for services if they are needed. **Reminder: Under ESSA, the funding is supplemental, not the activities, as was true in the past.**

Students must be marked in Infinite Campus if they receive Title I services in Reading and/or Math. It is recommended that a list of Title I students be run at the end of each semester to check data accuracy prior to data being pulled for Accountability purposes.

### **Section 1115 (b) TARGETED ASSISTANCE SCHOOL PROGRAM.—**

To assist targeted assistance schools and local educational agencies to meet their responsibility to provide for all their students served under this part the opportunity to meet the challenging State academic standards, each targeted assistance program under this section shall—

- (1) determine which students will be served;
  - (2) serve participating students identified as eligible children under subsection (c), including by—
    - (A) 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;
    - (B) using methods and instructional strategies to strengthen the academic program of the school through activities, which may include—
      - (i) expanded learning time, before- and afterschool programs, and summer programs and opportunities; and
      - (ii) 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 (20 U.S.C. 1400 et seq.);
    - (C) 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;
    - (D) 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
- Questions
-

## McKinney - Vento Homeless Education Act

As defined by McKinney-Vento Homeless Education Assistance Act of 2002, Subtitle B of Title VII, Section 725 as reauthorized under ESSA 2015, the term, "homeless children and youths", means individuals who lack a fixed, regular, and adequate nighttime residence.

Each district must have a McKinney-Vento Liaison. If this person is not also the Title I Director or Coordinator, they must work together to ensure all the requirements are being met and all of the required documents are in place.

The McKinney-Vento Liaison is the only person who can make an official determination of the homeless status of a student. **The district must establish a procedure and train staff to assist the liaison.**

Every district must:

1. Have a District Liaison.
2. Have a board adopted policy pertaining to the rights of M-V students or use the state's dispute document.
3. Have a Dispute Resolution Policy.
4. Eliminate policies and procedures that create barriers to the enrollment, retention, credit accrual, extra-curricular activities, and graduation of qualifying children and youth.
5. Publicly post information: 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..
6. Data must be entered into Infinite Campus. Please work with the Data Coordinator for your district to ensure accuracy.

Districts with homeless students may also have to set-aside Title I funds to cover services to students. McKinney Vento allowable use of funds Activities Authorized Under Section 723(d) of the McKinney-Vento Act (42 U.S.C. 11433(d)) [Updated April 23, 2021]:

- 1) Supplemental educational services, such as tutoring and other academic enrichment programs;
  - 2) Expedited evaluations for various educational services;
  - 3) Professional development activities for educators and pupil services personnel working with homeless students;
  - 4) Health referral services;
  - 5) Defraying the excess cost of transportation in order to enable students to attend the school of origin;
  - 6) Early childhood education programs for pre-school-aged homeless children;
  - 7) Services and assistance to attract, engage, and retain homeless children and youth and unaccompanied youth in public school programs;
  - 8) Before- and after-school, mentoring, and summer programs with educational activities;
  - 9) Payment of fees and costs associated with tracking, obtaining, and transferring records of homeless children and youth;
  - 10) Education and training for parents of homeless children and youth about rights and resources;
  - 11) Development of coordination between schools and agencies providing services;
  - 12) Provision of pupil services (including violence prevention counseling) and referrals for such services;
  - 13) Activities to address needs that may arise from domestic violence;
  - 14) Adaptation of space and purchase of supplies for non-school facilities to provide services listed above;
  - 15) Provision of school supplies, including those to be distributed at shelters or other appropriate locations; and
  - 16) Other extraordinary or emergency assistance needed to enable homeless students to attend school.
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